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CHAPTER 1

READING COMPREHENSION-I (PROSE)

1. INTRODUCTION

Reading Comprehension is a very important skill that helps you understand any piece of writing. In this chapter, you will read "unseen passages," which means passages you have not read before. The goal is not just to read the words, but to understand their meaning, the main idea of the passage, and the details given within it.

2. IMPORTANCE

Understanding what you read is a powerful skill. Here's why developing good reading comprehension is so important for you:

1. **Improves Understanding:** It helps you understand your textbooks, storybooks, newspapers, and anything you read more clearly.
2. **Builds Knowledge:** You learn to gather new information and understand different topics effectively.
3. **Strengthens Skills:** It helps you build your vocabulary, learn how sentences are formed, and improve your thinking abilities.
4. **It's For All Subjects:** The skills you learn in reading comprehension are useful not just for English, but for understanding all your other subjects too!

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3. HOW TO APPROACH AN UNSEEN PASSAGE

To understand a passage well and answer the questions correctly, follow these simple steps:

1. **Read the Passage Once (Quickly):** Read the entire passage once just to get a general idea of what it is about. Don't worry about the details yet.
2. **Read the Questions:** Now, read all the questions given after the passage. This will help you know what kind of information you need to look for.
3. **Read the Passage Again (Carefully):** Read the passage a second time, but this time, read slowly and carefully. As you read, try to find the answers to the questions you just read. You can underline or mentally note down important details like names, dates, facts, places, and key ideas.
4. **Answer the Questions:** Now, write down your answers. Try to answer in your own words as much as possible, unless the question asks you to copy a specific sentence from the passage.
5. **Review Your Answers:** Once you are done, read your answers and compare them with the passage again. Make sure your answers are clear, complete, and directly answer what the question asks.

4. SOME IMPORTANT EXAMPLES

Passage 1

Maya loved exploring the woods behind her house. Every afternoon, after finishing her homework, she would venture into the rustling trees, her faithful dog, Buster, trotting beside her. One sunny Tuesday, as they walked deeper than usual, Buster suddenly tugged at his leash and barked excitedly. He had found a narrow, almost hidden path, overgrown with wildflowers. Curious, Maya followed.

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The path led them to a secret clearing, bathed in soft sunlight. In the center stood an ancient oak, its branches reaching wide like welcoming arms. A small, clear stream gurgled softly over smooth stones, its water sparkling. Maya sat on a mossy rock, taking a deep breath of the fresh, earthy air.

Butterflies, their wings a kaleidoscope of colours, danced around vibrant blossoms. A tiny, shy rabbit peeked out from behind a bush, its nose twitching. Maya felt a sense of peace she had never known. This was her own hidden paradise, a place she knew she would visit many times again, a sanctuary just for her and Buster.

Based on your reading of the above passage, answer the following questions:

1. What did Maya love to do every afternoon?
   (a) Read books
   (b) Explore the woods
   (c) Play with friends
   (d) Watch television
2. Who accompanied Maya on her adventures?
   (a) Her brother
   (b) Her cat
   (c) Her dog, Buster
   (d) Her parents
3. Complete the following sentence:
   The path led them to a secret clearing, bathed in _____.
4. True or False:
   The stream in the clearing had muddy water.
5. Find a word from the passage that means "a place of safety or refuge."
6. What made Maya feel peaceful in the clearing?
7. Why do you think Maya felt this clearing was "her own hidden paradise"?
8. Find a word from the passage that is an antonym for "wide."

Ans :

1. (b) Explore the woods
2. (c) Her dog, Buster
3. The path led them to a secret clearing, bathed in soft sunlight.
4. False
5. Sanctuary
6. The soft sunlight, gurgling stream, dancing butterflies, and fresh air made Maya feel peaceful.
7. Maya felt it was her own hidden paradise because it was a beautiful, peaceful place she discovered herself, away from others, just for her and Buster.
8. Narrow.

Passage 2

In the quiet village of Rampur stood an enormous old mango tree, its branches spreading wide like a giant green umbrella. For generations, it had been a silent witness to the village's life. Children played under its shade, villagers rested beneath its cool canopy, and during the hot summers, its sweet, ripe mangoes were a joyous treat for everyone.

One scorching afternoon, a group of youngsters was playing cricket near the tree. The sun beat down relentlessly, and they were all feeling tired and thirsty. Suddenly, their cricket ball landed high up in the thickest part of the mango tree. No matter how hard they tried, jumping and stretching, they couldn't reach it.

Just as they were about to give up, disheartened, an old woman, Granny Shanti, walked by. Seeing their predicament, she smiled kindly. She told them stories of how she used to climb that very tree as a child. With a twinkle in her eye, she pointed to a sturdy low branch, hidden by leaves, that they hadn't noticed. Following her guidance, one boy quickly climbed up and retrieved the ball. The children cheered, grateful for Granny Shanti's wisdom and the old tree's enduring generosity.

Based on your reading of the above passage, answer the following questions:

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1. What did the old mango tree provide for the villagers during summer?
   (a) Shelter from rain
   (b) Sweet, ripe mangoes
   (c) A place to hide
   (d) Firewood
2. What fell into the mango tree during the cricket game?
   (a) A bird's nest
   (b) A kite
   (c) A cricket ball
   (d) A hat
3. Complete the following sentence:
   The old mango tree's branches spread wide like a giant _____.
4. True or False:
   The children easily retrieved the ball from the tree by themselves.
5. Find a word from the passage that means "a difficult or unpleasant situation."
6. Who helped the children retrieve their cricket ball?
7. How did Granny Shanti know where to find a way to climb the tree?
8. Find a word from the passage that is an antonym for "ancient."

Ans :

1. (b) Sweet, ripe mangoes
2. (c) A cricket ball
3. The old mango tree's branches spread wide like a giant green umbrella.
4. False
5. Predicament
6. Granny Shanti helped the children retrieve their cricket ball.
7. Granny Shanti knew where to find a way to climb the tree because she used to climb that very tree herself when she was a child.
8. Modern.

Passage 3

One breezy morning, young Aryan was helping his grandfather water the plants in their garden. It was a peaceful activity, with the scent of jasmine filling the air. Suddenly, a tiny, distressed chirp caught Aryan's ear. He looked around and spotted a small bird's nest that had fallen from a branch of their old banyan tree. Inside, two helpless baby birds huddled together, cheeping weakly.

Grandpa, noticing Aryan's worried face, knelt beside him. "Looks like their home took a tumble," he murmured gently. Together, they inspected the nest. It was intact, just dislodged. Grandpa then carefully lifted the nest, with the baby birds still inside, and Aryan held it steady. They looked up at the banyan tree, searching for a safe spot.

Grandpa found a sturdy fork in a higher branch, away from strong winds, and securely placed the nest there. The mother bird, who had been circling anxiously above, quickly flew down to her babies. She chirped loudly, a sound of relief and joy. Aryan felt a quiet happiness, knowing they had helped bring a family back together. The garden felt even more alive that day.

Based on your reading of the above passage, answer the following questions:

1. What was Aryan doing with his grandfather one morning?
   (a) Playing games
   (b) Watering plants
   (c) Reading books
   (d) Eating breakfast
2. What did Aryan find that had fallen from the banyan tree?
   (a) A ripe fruit
   (b) A dry leaf
   (c) A bird's nest
   (d) A squirrel
3. Complete the following sentence:
   Inside the nest, two helpless baby birds huddled together, _____ weakly.
4. True or False:
   The bird's nest was completely broken when it fell.
5. Find a word from the passage that means "removed from its original place or position."

6. How did Aryan and his grandfather help the baby birds?
7. Why do you think the mother bird chirped loudly after the nest was put back?
8. Find a word from the passage that is an antonym for "distressed."

Ans :

1. (b) Watering plants
2. (c) A bird's nest
3. Inside the nest, two helpless baby birds huddled together, cheeping weakly.
4. False
5. Dislodged
6. They carefully lifted the fallen nest with the baby birds and securely placed it back in a sturdy fork on a higher branch of the banyan tree.
7. The mother bird chirped loudly because she was relieved and joyful to have her babies and their nest safe again.
8. Peaceful.

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Passage 4

One cloudy afternoon, while walking home from school, eleven-year-old Sam heard a soft whimpering coming from behind a large bush. He paused, curious, and peered through the leaves. There, huddled and shivering, was a tiny puppy, no bigger than his hand. Its fur was matted, and it looked terribly thin and scared. Sam's heart went out to the little creature. He knew he couldn't just leave it there.

Gently, he approached the puppy, speaking in a soft, reassuring voice. The puppy whimpered again but didn't run away. Sam carefully picked it up. It was surprisingly light. He decided to take it to his aunt, who was a veterinarian and knew a lot about animals. The walk to her clinic felt long, but Sam held the puppy close, trying to keep it warm. When they arrived, his aunt immediately took over, gently examining the puppy. She praised Sam for his kindness. Later that evening, after being fed and cleaned, the puppy looked much better. Sam felt immense pride and happiness. He knew he had done the right thing, and the little puppy now had a chance at a new, happy life.

Based on your reading of the above passage, answer the following questions:

1. What did Sam hear coming from behind a bush?
   (a) A bird singing
   (b) A soft whimpering
   (c) Children laughing
   (d) A car horn
2. What was the condition of the puppy Sam found?
   (a) Healthy and playful
   (b) Big and strong
   (c) Thin, scared, and shivering
   (d) Well-fed and clean
3. Complete the following sentence:
   Sam decided to take the puppy to his aunt, who was a _____.
4. True or False:
   Sam left the puppy behind the bush after finding it.
5. Find a word from the passage that means "tangled and dirty."
6. Why did Sam decide to take the puppy to his aunt?
7. How did Sam feel after helping the puppy, and why?
8. Find a word from the passage that is an antonym for "scared."

Ans :

1. (b) A soft whimpering
2. (c) Thin, scared, and shivering
3. Sam decided to take the puppy to his aunt, who was a veterinarian.
4. False
5. Matted
6. Sam decided to take the puppy to his aunt because she was a veterinarian and knew a lot about animals, so she could help the puppy.

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7. Sam felt immense pride and happiness because he knew he had done the right thing by helping the lost puppy and giving it a chance at a new, happy life.
8. Reassuring.

Passage 5

Have you ever wondered how plants make their own food? They do it through a fascinating process called photosynthesis. This word might sound long, but it simply means "making with light." Plants, unlike animals, don't need to hunt or eat other organisms to survive. They are like tiny food factories!

For photosynthesis to happen, plants need a few key ingredients. First, they absorb water from the soil through their roots. Second, they take in a gas called carbon dioxide from the air through tiny holes in their leaves. Third, and most importantly, they capture energy from sunlight using a green substance called chlorophyll, which is what gives leaves their colour.

Inside their leaves, using the sunlight's energy, water and carbon dioxide are transformed. The plant then produces glucose, which is its food, and releases oxygen back into the air. This oxygen is vital for us and many other living things to breathe. So, plants not only feed themselves but also help keep the air clean!

Based on your reading of the above passage, answer the following questions:

1. What is the process by which plants make their own food called?
   (a) Respiration
   (b) Digestion
   (c) Photosynthesis
   (d) Evaporation
2. What colour is chlorophyll, the substance that helps plants capture sunlight?
   (a) Red
   (b) Blue
   (c) Yellow
   (d) Green
3. Complete the following sentence:
   Plants absorb water from the soil through their _____.
4. Assertion: Plants release carbon dioxide during photosynthesis.
   Reason: Carbon dioxide is essential for animals to breathe.
   (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
   (b) Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
   (c) Assertion is true but Reason is false.
   (d) Assertion is false but Reason is true.
5. What gas do plants take in from the air for photosynthesis?
6. What two things do plants produce at the end of photosynthesis?
7. Why is the oxygen released by plants important for other living things?
8. True or False:
   Plants use sunlight to transform water and carbon dioxide into food.

Ans :

1. (c) Photosynthesis
2. (d) Green
3. Plants absorb water from the soil through their roots.
4. (d) Assertion is false but Reason is true. (Plants release oxygen, not carbon dioxide, during photosynthesis, though carbon dioxide is essential for plants.)
5. Plants take in carbon dioxide from the air.
6. Plants produce glucose (their food) and oxygen.
7. The oxygen released by plants is important because it is vital for humans and many other living things to breathe.
8. True.

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Passage 6

Imagine a world without electric lights! For thousands of years, people relied on sunlight during the day and candles, oil lamps, or fires at night. These sources gave off dim, flickering light and were often smoky and dangerous. Life changed dramatically with the invention of the electric light bulb, a truly revolutionary discovery.

Many inventors worked on creating a practical light bulb, but Thomas Edison is often credited with its widespread success. In 1879, after thousands of experiments, Edison and his team created a long-lasting, practical incandescent light bulb. Their key innovation was a long-lasting filament – the part inside the bulb that glows when electricity passes through it. They found that a carbonized cotton thread worked well. Once perfected, this invention quickly spread across the globe. Electric lights illuminated homes, streets, and factories, making nights safer and more productive. It allowed people to work, study, and socialize long after the sun went down, fundamentally reshaping modern life and paving the way for countless other electrical innovations.

Based on your reading of the above passage, answer the following questions:

1. What did people primarily use for light at night before electric bulbs?
   (a) Flashlights
   (b) Candles and oil lamps
   (c) Electric torches
   (d) Mobile phones

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2. In what year is Thomas Edison often credited with the widespread success of the practical light bulb?
   (a) 1776
   (b) 1879
   (c) 1900
   (d) 2000
3. Complete the following sentence:
   Edison and his team's key innovation was a long-lasting _____.
4. Assertion: The invention of the light bulb had a big impact on daily life.
   Reason: It allowed people to work and study only during the daytime.
   (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
   (b) Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
   (c) Assertion is true but Reason is false.
   (d) Assertion is false but Reason is true.
5. What was the name of the inventor often credited with the widespread success of the light bulb?
6. What was the material they found worked well for the long-lasting filament?
7. Give two ways electric lights changed life after their invention.
8. True or False:
   Before electric lights, sources like candles and oil lamps were often smoky and dangerous.

Ans :

1. (b) Candles and oil lamps
2. (b) 1879
3. Edison and his team's key innovation was a long-lasting filament.
4. (c) Assertion is true but Reason is false. (It allowed people to work and study after daytime.)
5. Thomas Edison.
6. A carbonized cotton thread.
7. Electric lights illuminated homes, streets, and factories, making nights safer and more productive. They also allowed people to work, study, and socialize long after the sun went down.
8. True.

Passage 7

Bats are truly unique creatures. They are the only mammals that can actually fly! Unlike birds, which have feathers, bats have thin, leathery wings made of skin stretched

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over elongated finger bones. Most bats are nocturnal, meaning they are active at night and sleep during the day, often hanging upside down in caves or hollow trees.

Many people think bats are blind, but this is a myth. While their eyesight is often good, many species use an amazing ability called echolocation to navigate and find food in the dark. They emit high-pitched sounds that bounce off objects, creating echoes. Bats then listen to these echoes to create a detailed "sound map" of their surroundings. This allows them to avoid obstacles and pinpoint tiny insects in complete darkness.

Bats play a vital role in many ecosystems; some pollinate flowers, just like bees, while others help control insect populations by eating thousands of mosquitoes and other pests every night. They are fascinating and important animals!

Based on your reading of the above passage, answer the following questions:

1. What makes bats unique among mammals?
   (a) They are very small.
   (b) They can fly.
   (c) They live in caves.
   (d) They eat insects.
2. When are most bats active?
   (a) During the day
   (b) In the morning
   (c) At night
   (d) At dusk
3. Complete the following sentence:
   Bats use an amazing ability called _____ to navigate and find food in the dark.
4. Assertion: Bats are completely blind.
   Reason: Bats use echolocation to find their way around in the dark.
   (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
   (b) Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
   (c) Assertion is true but Reason is false.
   (d) Assertion is false but Reason is true.
5. What are bat wings made of?
6. How do bats use echolocation to find objects?
7. Give two examples of the vital roles bats play in ecosystems.
8. True or False:
   Bats are active during the daytime and sleep at night.

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Ans :

1. (b) They can fly.
2. (c) At night
3. Bats use an amazing ability called echolocation to navigate and find food in the dark.
4. (d) Assertion is false but Reason is true.
5. Bat wings are made of thin, leathery skin stretched over elongated finger bones.
6. Bats emit high-pitched sounds that bounce off objects, creating echoes, which they then listen to to create a sound map.
7. Some bats pollinate flowers, and others help control insect populations by eating mosquitoes and pests.
8. False.

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Passage 8

Giant Pandas are one of the world's most recognizable and beloved animals, famous for their distinctive black and white fur. These gentle creatures are native to the cool, misty mountains of southwestern China, where they live in bamboo forests. Despite their cute appearance, they are technically bears, though their diet is quite unusual for a bear.

A panda's diet consists almost entirely of bamboo. They spend up to 14 hours a day eating, consuming vast amounts of bamboo stalks, leaves, and shoots – sometimes up to 12 to 38 kilograms daily! This is because bamboo is not very nutritious, so they need to eat a lot to get enough energy.

Pandas are mostly solitary animals, preferring to live alone, and they communicate

through various bleats, growls, and chirps. Sadly, giant pandas are an endangered species, primarily due to habitat loss as human populations expand and clear forests. Conservation efforts are crucial to protect their remaining bamboo forests and ensure these magnificent animals continue to roam the Earth for future generations.

Based on your reading of the above passage, answer the following questions:

1. What is the distinctive feature of Giant Pandas?
   (a) Their long tails
   (b) Their black and white fur
   (c) Their sharp claws
   (d) Their loud roars
2. Where are Giant Pandas native to?
   (a) Forests of Africa
   (b) Deserts of Australia
   (c) Mountains of southwestern China
   (d) Jungles of South America
3. Complete the following sentence:
   A panda's diet consists almost entirely of _____.
4. Assertion: Pandas need to eat a lot of bamboo every day.
   Reason: Bamboo is not very nutritious, so they need large quantities for energy.
   (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
   (b) Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
   (c) Assertion is true but Reason is false.
   (d) Assertion is false but Reason is true.
5. What kind of animal are pandas technically considered?
6. How much bamboo can a panda consume daily?
7. What is the primary reason why giant pandas are an endangered species?
8. True or False:
   Giant Pandas prefer to live in large groups.

Ans :

1. (b) Their black and white fur
2. (c) Mountains of southwestern China
3. A panda's diet consists almost entirely of bamboo.
4. (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
5. They are technically considered bears.
6. A panda can consume up to 12 to 38 kilograms of bamboo daily.
7. The primary reason for them being endangered is habitat loss due to human expansion and deforestation.
8. False.

Passage 9

Ria loved her morning walk through the park. She especially loved the old banyan tree, its branches spreading wide, looking like a wise old friend. She often felt it whispered secrets of kindness and patience. One day, as she approached, she saw a little boy crying near the swings. His ice cream had fallen, and he looked utterly heartbroken.

Several adults walked by, some glancing, others pretending not to notice. Ria felt a pang in her heart. She remembered her grandmother always saying, "A kind word can be a warm blanket on a cold day." Ria walked over to the boy. Instead of offering him money or another ice cream, which she didn't have, she simply knelt down. "It's okay to feel sad about your ice cream," she said gently. "But look, the sun is still shining, and maybe there's an adventure waiting for you nearby."

The boy looked up, surprised by her soft voice. He sniffled, then slowly nodded. Ria helped him wipe his face, and together they spotted a squirrel scampering up the banyan tree. A small smile touched his lips. Ria understood then that sometimes, the greatest help isn't a gift, but simply understanding and a kind, comforting word.

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Based on your reading of the above passage, answer the following questions:

1. What did Ria love about the old banyan tree?
   (a) Its colourful flowers
   (b) Its cool shade
   (c) Its wise appearance
   (d) Its tall height
2. What did Ria see that made her feel a pang in her heart?
   (a) A bird flying past
   (b) A boy crying
   (c) A broken swing
   (d) A lost toy
3. Complete the following sentence:
   Ria's grandmother always said, "A kind word can be a warm blanket on a _____."
4. True or False:
   Ria immediately offered the boy money to buy new ice cream.
5. Find a word from the passage that means "completely."
6. What was the "kind word" Ria offered the boy?
7. What lesson did Ria learn about helping others that day?
8. Assertion (A): Ria understood that the greatest help is always a physical gift.
   Reason (R): She did not have money or another ice cream to offer the boy.
   (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
   (b) Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
   (c) Assertion is true but Reason is false.
   (d) Assertion is false but Reason is true.

Ans :

1. (c) Its wise appearance
2. (b) A boy crying
3. Ria's grandmother always said, "A kind word can be a warm blanket on a cold day."
4. False
5. Utterly
6. Ria told the boy, "It's okay to feel sad about your ice cream. But look, the sun is still shining, and maybe there's an adventure waiting for you nearby."
7. Ria learned that sometimes the greatest help isn't a gift, but simply understanding and a kind, comforting word.
8. (d) Assertion is false but Reason is true.

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Passage 10

Rahul loved flying kites, especially his new vibrant red one with a long, swishing tail. One breezy afternoon, he was at the community park, enjoying the perfect kite-flying weather. He let out more and more string, watching his kite soar higher and higher, a bright speck against the blue sky. Suddenly, a strong gust of wind pulled the string from his grasp! The red kite danced wildly for a moment, then drifted away over the trees, out of sight. Rahul felt a huge lump in his throat.

Disappointed, he walked slowly home. The next morning, as he walked to school, he saw something red fluttering in a tree just outside Mr. Sharma's house, a few streets away. It was his kite! But as he got closer, he saw a small note attached to it, saying, "Found kite. Please collect from Mr. Sharma." Rahul's first thought was to just climb the tree and take his kite.

But then he remembered his father's words: "Honesty is like a strong root; it holds you firm." He took a deep breath, walked up to Mr. Sharma's door, and politely explained that it was his kite. Mr. Sharma, impressed by Rahul's honesty, smiled and handed him the kite. Rahul walked away, not just with his kite, but with a feeling of pride that was far more valuable.

Based on your reading of the above passage, answer the following questions:

1. What colour was Rahul's new kite?
   (a) Blue
   (b) Green

(c) Red
(d) Yellow

2. What happened to Rahul's kite while he was flying it?
(a) It got torn.
(b) It got stuck on a wire.
(c) It drifted away.
(d) It fell into a pond.
3. Complete the following sentence:
Rahul's father often said, "Honesty is like a strong _____; it holds you firm."
4. True or False:
Rahul immediately climbed the tree to get his kite back.
5. Find a word from the passage that means "bright and lively."
6. Where did Rahul find his lost kite the next morning?
7. Why was Rahul's feeling of pride more valuable than just getting his kite back?
8. Find a word from the passage that is an antonym for "lost."

Ans :

1. (c) Red
2. (c) It drifted away.
3. Rahul's father often said, "Honesty is like a strong root; it holds you firm."
4. False
5. Vibrant
6. Rahul found his lost kite in a tree outside Mr. Sharma's house.
7. Rahul's feeling of pride was more valuable because it came from choosing to be honest, which is a good character trait, rather than just getting his possession back.
8. Found.

Passage 11

Leela loved her art supplies. Her new box of coloured pencils, with every shade imaginable, was her most prized possession. She kept them neatly organized and never let anyone else touch them. "These are mine!" she would often declare, even to her best friend, Priya.

One afternoon, during an art class at school, the teacher announced a special project: drawing a vibrant rainforest scene. Priya, sitting next to Leela, sighed. "Oh no," she whispered, "I forgot my green pencils, and all my blue ones are broken!" Leela glanced at her untouched, perfect green and blue pencils. A small voice inside her head told her to keep them safe. But then she looked at Priya's downcast face and remembered something her mother had said: "True joy multiplies when it's shared."

Leela hesitated for a moment, then took out a few of her green and blue pencils. "Here, Priya," she said, offering them with a small smile. "You can use these." Priya's face lit up, and they spent the rest of the class happily drawing together, sharing ideas and pencils. That day, Leela's drawing was beautiful, but the feeling of joy from sharing was even more colourful.

Based on your reading of the above passage, answer the following questions:

1. What was Leela's most prized possession?
(a) A new drawing book
(b) A box of coloured pencils
(c) A set of paintbrushes
(d) A favourite toy
2. What kind of scene did the teacher announce for the special art project?
(a) A city skyline
(b) A desert landscape
(c) A vibrant rainforest
(d) A mountain view
3. Complete the following sentence:
Leela's mother had said, "True joy multiplies when it's _____."
4. True or False:
Leela usually shared her art supplies with everyone.
5. Find a word from the passage that means "a feeling of great sadness or discouragement."
6. What was Priya's problem during the art class?

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7. How did Leela's act of sharing affect her own feeling of joy?
8. Find a word from the passage that is an antonym for "untouched."

Ans :

1. (b) A box of coloured pencils
2. (c) A vibrant rainforest
3. Leela's mother had said, "True joy multiplies when it's shared."
4. False
5. Downcast
6. Priya had forgotten her green pencils, and all her blue ones were broken.
7. Leela found that the feeling of joy from sharing was even more colourful than the beauty of her own drawing.
8. Used.

Passage 12

Time is perhaps the most precious gift we receive, yet it's often the one we use most carelessly. Unlike money, which can be earned back, or things that can be replaced, once a moment of time is gone, it is lost forever. Every tick of the clock carries away a second that will never return. Understanding the importance of time is a valuable lesson for everyone. Think about a student preparing for exams. If they waste hours playing games or simply sitting idle, those hours are gone. They cannot be retrieved to study later. Similarly, if someone postpones a small task, it can pile up, leading to stress and missed opportunities. Using time wisely means organizing your day, prioritizing tasks, and dedicating focus to what needs to be done. It's about making conscious choices with each passing moment. While it's important to rest and relax, being mindful of how we spend our hours helps us achieve goals, learn new skills, and connect with loved ones. Respecting time means respecting ourselves and our opportunities. It allows us to live a more fulfilling and productive life.

Based on your reading of the above passage, answer the following questions:

1. What is described as the "most precious gift" in the passage?
   (a) Money
   (b) Things
   (c) Time
   (d) Knowledge
2. What happens to a moment of time once it is gone?
   (a) It can be earned back.
   (b) It can be replaced.
   (c) It is lost forever.
   (d) It can be stored.
3. Complete the following sentence:
   Understanding the importance of time is a valuable lesson for _____.
4. True or False:
   The passage suggests that it is never important to rest and relax.
5. Find a word from the passage that means "to give special attention or preference to."
6. According to the passage, what can happen if someone postpones a small task?
7. How does respecting time help us in life?
8. Assertion (A): Wasting hours playing games means those hours are gone forever for study.
   Reason (R): Time is a resource that cannot be retrieved once spent.
   (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
   (b) Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
   (c) Assertion is true but Reason is false.
   (d) Assertion is false but Reason is true.

Ans :

1. (c) Time
2. (c) It is lost forever.
3. Understanding the importance of time is a valuable lesson for everyone.
4. False
5. Prioritizing

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6. If someone postpones a small task, it can pile up, leading to stress and missed opportunities.
7. Respecting time helps us achieve goals, learn new skills, connect with loved ones, and live a more fulfilling and productive life.
8. (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion.

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Passage 13

Yoga is an ancient practice that originated in India, combining physical postures, breathing exercises, and meditation. It is not just a form of exercise but a way of life that brings harmony between the mind, body, and spirit. Many people, young and old, across the world are now discovering its wonderful benefits.

One of the primary advantages of practicing yoga regularly is improved physical health. The various postures, or 'asanas', help increase flexibility, strengthen muscles, and improve balance. Beyond the physical, yoga has significant positive effects on mental well-being. The breathing exercises, known as 'pranayama', help calm the nervous system, reduce stress, and improve concentration.

Many find that consistent yoga practice helps them manage anxiety and achieve a greater sense of inner peace. It teaches patience, discipline, and self-awareness. In today's busy world, where screens and distractions are common, taking time for yoga can be a powerful tool for maintaining overall health and finding a quiet space within oneself.

Based on your reading of the above passage, answer the following questions:

1. Where did the ancient practice of yoga originate?
   (a) China
   (b) India
   (c) Egypt
   (d) Greece
2. What three elements does yoga combine?
   (a) Running, jumping, and shouting
   (b) Physical postures, breathing, and meditation
   (c) Eating, sleeping, and playing
   (d) Reading, writing, and arithmetic
3. Complete the following sentence:
   The various yoga postures, or 'asanas', help increase flexibility, strengthen muscles, and improve _____.
4. True or False:
   Yoga is only beneficial for physical health, not mental well-being.
5. Find a word from the passage that means "anxiety or mental tension."
6. What are the breathing exercises in yoga called?
7. How can yoga help individuals in today's busy world?
8. Find a word from the passage that is an antonym for "reduce."

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Ans :

1. (b) India
2. (b) Physical postures, breathing, and meditation
3. The various yoga postures, or 'asanas', help increase flexibility, strengthen muscles, and improve balance.
4. False
5. Stress
6. The breathing exercises in yoga are called 'pranayama'.
7. Yoga can help individuals in today's busy world by maintaining overall health and helping them find a quiet space within themselves, especially amidst screens and distractions.
8. Increase.

Passage 14

Dry fruits are fruits from which most of the original water content has been removed through drying methods, either naturally by sun drying or through specialized dehydrators. This process makes them smaller, denser, and significantly extends their shelf life,

making them excellent snacks to store and carry. While they might shrink in size, their nutritional value often becomes concentrated.

Common dry fruits include raisins, almonds, walnuts, cashews, dates, figs, and apricots. They are packed with essential nutrients. For example, almonds and walnuts are rich in healthy fats, proteins, and Vitamin E, which are good for brain health and skin. Dates and raisins provide quick energy due to their natural sugars, and they are also good sources of iron. Figs are known for their high fiber content, which aids digestion.

Because they are nutrient-dense, even a small handful of dry fruits can provide a significant energy boost and contribute to overall well-being. They are a much healthier alternative to processed snacks and can be a valuable addition to a balanced diet, offering both taste and vital nutrients.

Based on your reading of the above passage, answer the following questions:

1. How is most of the water removed from dry fruits?
   (a) By boiling them
   (b) By freezing them
   (c) By drying methods
   (d) By pressing them
2. What happens to the nutritional value of fruits when they are dried?
   (a) It is completely lost.
   (b) It becomes diluted.
   (c) It becomes concentrated.
   (d) It remains unchanged.
3. Complete the following sentence:
   Almonds and walnuts are rich in healthy fats, proteins, and _____.
4. True or False:
   Dry fruits are generally a less healthy snack option than processed snacks.
5. Find a word from the passage that means "crucial or necessary."
6. Which dry fruits are mentioned as good sources of iron?
7. Why are dry fruits considered an excellent snack to store and carry?
8. Assertion (A): Dry fruits lose all their nutritional value when water is removed.
   Reason (R): The drying process significantly extends their shelf life.
   (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
   (b) Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
   (c) Assertion is true but Reason is false.
   (d) Assertion is false but Reason is true.

Ans :

1. (c) By drying methods
2. (c) It becomes concentrated.
3. Almonds and walnuts are rich in healthy fats, proteins, and Vitamin E.
4. False
5. Essential
6. Dates and raisins are mentioned as good sources of iron.
7. Dry fruits are considered excellent snacks to store and carry because their water content is removed, making them smaller, denser, and significantly extending their shelf life.
8. (d) Assertion is false but Reason is true.

Passage 15

Education is far more than just going to school and memorizing facts. It is a powerful tool that enlightens minds, broadens perspectives, and opens doors to countless opportunities. It is the process of acquiring knowledge, skills, values, and habits that help individuals grow and contribute positively to society.

One of the most significant aspects of education is that it helps us understand the world around us. From learning about history and science to understanding different cultures, education expands our horizons. It also equips us with critical thinking skills, allowing us to analyze information, solve problems, and make informed decisions, rather than just accepting everything we hear.

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Moreover, education is key to personal development; it builds confidence, fosters creativity, and helps individuals discover their potential. For society, an educated population means progress, innovation, and a stronger foundation for the future. Investing in education, whether for oneself or for others, is truly investing in a brighter future for all. It is a continuous journey of learning that lasts a lifetime.

Based on your reading of the above passage, answer the following questions:

1. What is education described as in the passage?
   (a) A simple task
   (b) A powerful tool
   (c) A short course
   (d) A quick fix
2. What does education help us understand?
   (a) Only mathematics
   (b) Only our friends
   (c) The world around us
   (d) Only sports
3. Complete the following sentence:
   Education equips us with critical thinking skills, allowing us to analyze information, solve problems, and make _____ decisions.
4. True or False:
   Education is only about memorizing facts.
5. Find a word from the passage that means "to make clearer or easier to understand."
6. Name two things that education helps individuals acquire.
7. Why is an educated population important for society?
8. Assertion (A): Education is a process that ends when you finish school.
   Reason (R): It is a continuous journey of learning that lasts a lifetime.
   (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
   (b) Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
   (c) Assertion is true but Reason is false.
   (d) Assertion is false but Reason is true.

Ans :

1. (b) A powerful tool
2. (c) The world around us
3. Education equips us with critical thinking skills, allowing us to analyze information, solve problems, and make informed decisions.
4. False
5. Enlightens
6. Education helps individuals acquire knowledge, skills, values, and habits.
7. An educated population means progress, innovation, and a stronger foundation for the future for society.
8. (d) Assertion is false but Reason is true.

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Passage 16

The Monarch butterfly is one of nature's most enchanting insects, famous for its vibrant orange and black wings. But what truly makes them remarkable is their incredible migration. Every year, millions of Monarch butterflies embark on an epic journey, flying thousands of miles from across North America to specific overwintering sites.

These tiny creatures undertake a round-trip migration, often spanning multiple generations. The Monarchs that fly south in the autumn are often called the "super generation" because they live much longer than regular Monarchs, sometimes up to eight months, to complete the arduous journey. They travel all the way to warm places like Mexico and parts of California, where they cluster together on trees to survive the winter.

In spring, these same butterflies begin the journey north, laying eggs along the way. Their offspring continue the migration, with several generations completing the trip back to the northern breeding grounds. Scientists still marvel at how these butterflies, without

a map or guide, manage to find their way to the same small forests year after year. It's a true wonder of the natural world.

Based on your reading of the above passage, answer the following questions:

1. What colours are the Monarch butterfly's wings?
   (a) Green and white
   (b) Orange and black
   (c) Blue and yellow
   (d) Red and brown
2. What makes Monarch butterflies truly remarkable?
   (a) Their large size
   (b) Their incredible migration
   (c) Their loud sounds
   (d) Their unique diet
3. Complete the following sentence:
   The Monarchs that fly south in the autumn are often called the "_____" because they live much longer.
4. True or False:
   All Monarch butterflies complete the entire round-trip migration themselves.
5. Find a word from the passage that means "difficult and tiring."
6. Where do Monarch butterflies go to overwinter?
7. Why do scientists still marvel at the Monarch butterfly's migration?
8. Find a word from the passage that is an antonym for "north."

Ans :

1. (b) Orange and black
2. (b) Their incredible migration
3. The Monarchs that fly south in the autumn are often called the "super generation" because they live much longer.
4. False
5. Arduous
6. Monarch butterflies go to warm places like Mexico and parts of California to overwinter.
7. Scientists still marvel because the butterflies, without a map or guide, manage to find their way to the same small forests year after year across thousands of miles.
8. South.

Passage 17

The Great Wall of China is one of the most astonishing architectural feats in human history. Stretching thousands of miles across mountains, deserts, and grasslands, it is not a single continuous wall, but rather a series of fortifications built by various dynasties over many centuries. Construction began as early as the 7th century BC, with different sections added and repaired up until the Ming Dynasty (1368–1644 AD).

The primary purpose of building the Great Wall was to protect China's northern borders from invading nomadic tribes and armies. It served as a massive defense system, equipped with watchtowers, barracks for soldiers, and signaling posts. Building such an enormous structure required immense human effort, using millions of laborers including soldiers, peasants, and even prisoners. Materials like stone, brick, rammed earth, and wood were used, often sourced from nearby areas.

Today, while parts of the wall are in ruins, other sections have been wonderfully preserved and are major tourist attractions. It stands as a powerful symbol of China's rich history, resilience, and engineering prowess.

Based on your reading of the above passage, answer the following questions:

1. What is the Great Wall of China known as?
   (a) A small fort
   (b) A series of fortifications
   (c) A single city
   (d) A modern bridge
2. When did the construction of the Great Wall begin?
   (a) 10th century AD
   (b) 7th century BC
   (c) 15th century AD

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(d) 20th century BC

3. Complete the following sentence:
   The primary purpose of building the Great Wall was to protect China's northern borders from _____.
4. True or False:
   The Great Wall of China is a single, continuous wall.
5. Find a word from the passage that means "the ability to recover quickly from difficulties."
6. Name two types of materials used to build the Great Wall.
7. What does the Great Wall symbolize today?
8. Find a word from the passage that is an antonym for "preserved."

Ans :

1. (b) A series of fortifications
2. (b) 7th century BC
3. The primary purpose of building the Great Wall was to protect China's northern borders from invading nomadic tribes and armies.
4. False
5. Resilience
6. Stone, brick, rammed earth, and wood. (Any two are acceptable)
7. The Great Wall symbolizes China's rich history, resilience, and engineering prowess.
8. Ruins.

Passage 18

The Himalayas, stretching across northern India and several neighbouring countries, are the world's highest mountain range and one of its most awe-inspiring natural wonders. Their snow-capped peaks, including Mount Everest, the highest point on Earth, rise majestically into the sky, creating a breathtaking panorama. These mountains are not just magnificent to behold; they play a crucial role in shaping India's climate and supporting its diverse ecosystems.

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The Himalayas act as a massive barrier, blocking cold winds from Central Asia from entering the Indian subcontinent and trapping the monsoon rains, which are vital for agriculture across the plains. This unique geographical feature gives rise to a rich variety of flora and fauna, from dense forests at lower altitudes to hardy shrubs and wildflowers near the snowline. Many of India's major rivers, like the Ganga and Yamuna, originate from the Himalayan glaciers, providing a perennial source of water. Beyond their ecological significance, the Himalayas hold immense spiritual importance for millions, dotted with ancient pilgrimage sites and serene monasteries. They stand as a symbol of strength, purity, and ancient wisdom for the Indian subcontinent.

Based on your reading of the above passage, answer the following questions:

1. What is the world's highest mountain range?
   (a) The Andes
   (b) The Rockies
   (c) The Alps
   (d) The Himalayas
2. Which famous peak, the highest on Earth, is part of the Himalayas?
   (a) Mount Kilimanjaro
   (b) Mount Everest
   (c) K2
   (d) Mont Blanc

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3. Complete the following sentence:
   The Himalayas act as a massive barrier, blocking cold winds from Central Asia and trapping the _____ rains.
4. True or False:
   The Himalayas have no impact on India's climate.
5. Find a word from the passage that means "continuing throughout the year; everlasting."
6. Name two major Indian rivers that originate from the Himalayan glaciers.

7. Besides their ecological importance, what other significance do the Himalayas hold for millions?
8. Find a word from the passage that is an antonym for "highest."

Ans :

1. (d) The Himalayas
2. (b) Mount Everest
3. The Himalayas act as a massive barrier, blocking cold winds from Central Asia and trapping the monsoon rains.
4. False
5. Perennial
6. The Ganga and Yamuna. (Any two are acceptable)
7. The Himalayas hold immense spiritual importance for millions, dotted with ancient pilgrimage sites and serene monasteries.
8. Lower.

Passage 19

Diwali, often called the "Festival of Lights," is one of the most important and widely celebrated festivals in India. It is a five-day long celebration that symbolizes the victory of good over evil, and light over darkness. While observed by various communities for different reasons, the most common story associated with Diwali is the return of Lord Rama, Sita, Lakshmana, and Hanuman to Ayodhya after fourteen years of exile and his victory over the demon king Ravana.

Homes are thoroughly cleaned and decorated with vibrant rangoli patterns, twinkling fairy lights, and beautiful diyas (oil lamps). Families gather to perform Lakshmi Puja, worshipping the goddess of wealth and prosperity. The air fills with the aroma of delicious sweets and savory snacks, specially prepared for the occasion.

Children and adults alike enjoy lighting firecrackers, though there is a growing awareness about celebrating an eco-friendly Diwali to reduce pollution. The exchange of gifts and greetings, visiting relatives, and spreading joy are all integral parts of this beloved festival. Diwali is a time for togetherness, reflection, and new beginnings, truly illuminating hearts and homes across the country.

Based on your reading of the above passage, answer the following questions:

1. What is Diwali often called?
   (a) The Festival of Colours
   (b) The Festival of Harvest
   (c) The Festival of Lights
   (d) The Festival of Spring
2. How long is the celebration of Diwali?
   (a) One day
   (b) Three days
   (c) Five days
   (d) Seven days
3. Complete the following sentence:
   Homes are thoroughly cleaned and decorated with vibrant rangoli patterns, twinkling fairy lights, and beautiful _____.
4. True or False:
   The passage states that people are becoming more aware of celebrating an eco-friendly Diwali.
5. Find a word from the passage that means "forming an essential part of something."
6. Which goddess is worshipped during Lakshmi Puja on Diwali?
7. Give two activities that are integral parts of the Diwali celebration mentioned in the passage.
8. Find a word from the passage that is an antonym for "good."

Ans :

1. (c) The Festival of Lights
2. (c) Five days
3. Homes are thoroughly cleaned and decorated with vibrant rangoli patterns, twinkling fairy lights, and beautiful diyas.
4. True
5. Integral
6. Goddess Lakshmi is worshipped during Lakshmi Puja.

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7. Gathering to perform Lakshmi Puja, exchanging gifts and greetings, visiting relatives, and lighting firecrackers are integral parts. (Any two are acceptable)
8. Evil.

Passage 20

The Indian Railways system is not just a mode of transport; it is the lifeline of the nation, connecting diverse regions and cultures across the vast subcontinent. It is one of the largest railway networks in the world, carrying millions of passengers and huge quantities of goods every day. Its history dates back to 1853, when the first passenger train ran from Bori Bunder in Mumbai to Thane.

Traveling by train in India offers a unique experience. From luxurious express trains to slower passenger services, it caters to every budget and need. The journey often presents a fascinating glimpse into the country's varied landscapes – bustling cities, serene villages, vast agricultural fields, and dense forests. Train journeys also create a sense of community, with passengers from different backgrounds sharing stories, food, and laughter.

Beyond passenger services, Indian Railways plays a crucial role in the economy by transporting essential commodities like coal, food grains, and petroleum. It is a massive employer and a symbol of national integration, truly weaving the fabric of India together. Despite modern advancements, the charm and importance of a train journey remain undiminished.

Based on your reading of the above passage, answer the following questions:

1. What is the Indian Railways system often called?
   (a) The nation's road
   (b) The nation's lifeline
   (c) The nation's airline
   (d) The nation's pipeline
2. When did the first passenger train run in India?
   (a) 1900
   (b) 1853
   (c) 1947
   (d) 2000
3. Complete the following sentence:
   The first passenger train ran from Bori Bunder in Mumbai to _____.
4. True or False:
   Indian Railways primarily transports only passengers and no goods.
5. Find a word from the passage that means "different or varied."
6. Name two types of landscapes one might see while traveling by train in India.
7. Besides passenger services, how does Indian Railways play a crucial role in the economy?
8. Find a word from the passage that is an antonym for "slower."

Ans :

1. (b) The nation's lifeline
2. (b) 1853
3. The first passenger train ran from Bori Bunder in Mumbai to Thane.
4. False
5. Diverse
6. Bustling cities, serene villages, vast agricultural fields, and dense forests. (Any two are acceptable)
7. Indian Railways plays a crucial role in the economy by transporting essential commodities like coal, food grains, and petroleum.
8. Express.

Passage 21

India boasts a rich and diverse heritage of handicrafts, reflecting centuries of artistic tradition and cultural diversity. From intricate carvings to vibrant textiles, these handmade treasures are not just decorative items; they are a testament to the skill, patience, and creativity of Indian artisans. Each region of India has its unique craft forms, often passed down through generations within families.

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Consider the detailed block printing of Rajasthan, the exquisite embroidery of Gujarat, the delicate pottery of Uttar Pradesh, or the beautiful brassware of Moradabad. These crafts often use natural materials and traditional techniques, making each piece unique and full of character. The creation of a single handicraft can involve many hours, sometimes days, of meticulous work.

Beyond their artistic value, Indian handicrafts play a significant role in the rural economy, providing livelihoods for millions of artisans. They also serve as cultural ambassadors, showcasing India's artistic depth on the global stage. Supporting these crafts helps preserve ancient traditions and ensures that these invaluable skills continue to thrive for future generations.

Based on your reading of the above passage, answer the following questions:

1. What do Indian handicrafts reflect?
   (a) Modern technology
   (b) Centuries of artistic tradition
   (c) Foreign influences
   (d) Machine manufacturing
2. What is a common characteristic of craft forms in different regions of India?
   (a) They are all exactly the same.
   (b) They are mass-produced.
   (c) They are unique to each region.
   (d) They only use synthetic materials.
3. Complete the following sentence:
   The creation of a single handicraft can involve many hours, sometimes days, of _____ work.
4. True or False:
   Indian handicrafts are only decorative and have no other value.
5. Find a word from the passage that means "very careful and precise."
6. Name two examples of unique craft forms mentioned in the passage and their associated regions.
7. How do Indian handicrafts contribute to the rural economy?
8. Assertion (A): Indian handicrafts are solely made for decorative purposes.
   Reason (R): They are a testament to the skill and creativity of artisans.
   (a) Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
   (b) Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
   (c) Assertion is true but Reason is false.
   (d) Assertion is false but Reason is true.

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Ans :

1. (b) Centuries of artistic tradition
2. (c) They are unique to each region.
3. The creation of a single handicraft can involve many hours, sometimes days, of meticulous work.
4. False
5. Meticulous
6. Block printing of Rajasthan, embroidery of Gujarat, pottery of Uttar Pradesh, or brassware of Moradabad. (Any two examples with regions are acceptable).
7. Indian handicrafts play a significant role in the rural economy by providing livelihoods for millions of artisans.
8. (d) Assertion is false but Reason is true.

Passage 22

Our blood is a vital fluid that circulates throughout our body, carrying oxygen and nutrients to every cell. While blood might look similar, not everyone has the same type. This is why we have blood groups, which are classifications of blood based on the presence or absence of specific substances called antigens on the surface of red blood cells. The most well-known system for classifying blood groups is the ABO system.

In the ABO system, there are four main blood types: A, B, AB, and O. Each person inherits their blood group from their parents. For example, a person with Type A blood has A antigens, Type B has B antigens, Type AB has both A and B antigens, and Type O has neither.

Understanding blood groups is crucial, especially in medical emergencies like blood transfusions. If someone receives blood of an incompatible type, it can lead to a severe and life-threatening reaction. That's why hospitals always test a patient's blood type before a transfusion to ensure a safe match. Knowing your blood group is therefore very important!

Based on your reading of the above passage, answer the following questions:

1. What is the main function of blood in our body?
   (a) Carrying waste products
   (b) Carrying oxygen and nutrients
   (c) Fighting infections
   (d) Regulating body temperature
2. What is the most well-known system for classifying blood groups?
   (a) The Rh system
   (b) The MN system
   (c) The ABO system
   (d) The Duffy system
3. Complete the following sentence:
   Blood groups are classified based on the presence or absence of specific substances called _____ on the surface of red blood cells.
4. True or False:
   A person with Type O blood has both A and B antigens.
5. Find a word from the passage that means "a serious harmful effect."
6. How do individuals get their blood group?
7. Why is it crucial for hospitals to know a patient's blood group before a blood transfusion?
8. Find a word from the passage that is an antonym for "presence."

Ans :

1. (b) Carrying oxygen and nutrients
2. (c) The ABO system
3. Blood groups are classified based on the presence or absence of specific substances called antigens on the surface of red blood cells.
4. False
5. Reaction (or severe)
6. Each person inherits their blood group from their parents.
7. It is crucial because if someone receives blood of an incompatible type, it can lead to a severe and life-threatening reaction.
8. Absence.

Passage 23

Just as a car needs the right kind of fuel to run smoothly, our bodies need the right kind of food to function properly and stay healthy. This "right kind of food" is known as a balanced diet. A balanced diet means eating a variety of foods in the correct amounts to provide all the essential nutrients our body needs.

Our food can be broadly divided into different groups, each serving a specific purpose. Carbohydrates (like rice, roti, and potatoes) give us energy. Proteins (found in pulses, milk, eggs, and meat) help us grow and repair our body tissues. Fats (from oil, butter, nuts) provide concentrated energy and help absorb certain vitamins. Vitamins and minerals (present in fruits, vegetables, and dairy) are crucial for boosting our immunity, keeping our bones strong, and ensuring all body processes work well. Water is also a vital component.

Eating too much of one type of food or too little of another can lead to health problems. By including all these food groups in appropriate proportions, we ensure our body gets everything it needs to stay active, strong, and free from illness, allowing us to study, play, and live life to the fullest.

Based on your reading of the above passage, answer the following questions:

1. What does our body need to function properly and stay healthy?
   (a) Only water
   (b) Only proteins
   (c) A balanced diet
   (d) Only carbohydrates

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2. Which food group primarily gives us energy?
   (a) Proteins
   (b) Fats
   (c) Vitamins and minerals
   (d) Carbohydrates
3. Complete the following sentence:
   Proteins help us grow and repair our _____.
4. True or False:
   Eating too much of one type of food is always healthy.
5. Find a word from the passage that means "needed or necessary."
6. Name two food items that are good sources of protein.
7. Why are vitamins and minerals important for our body?
8. Find a word from the passage that is an antonym for "healthy."

Ans :

1. (c) A balanced diet
2. (d) Carbohydrates
3. Proteins help us grow and repair our body tissues.
4. False
5. Essential
6. Pulses, milk, eggs, and meat. (Any two are acceptable)
7. Vitamins and minerals are crucial for boosting our immunity, keeping our bones strong, and ensuring all body processes work well.
8. Illness.

Passage 24

In today's world, where many of us spend hours sitting in front of screens, the importance of regular exercise cannot be overstated. Exercise is any physical activity that keeps your body active and strong, like playing sports, running, cycling, or even brisk walking. It's not just about building big muscles; it's about maintaining overall health and well-being.

Regular physical activity brings numerous benefits. Firstly, it strengthens our heart and lungs, making our cardiovascular system more efficient. This helps prevent many health problems later in life. Secondly, exercise builds strong bones and muscles, improving our balance and flexibility. This is especially important for growing children. Thirdly, and often overlooked, exercise is a fantastic stress reliever.

Physical activity releases natural chemicals in our brain that can improve our mood and reduce feelings of anxiety. It also helps us sleep better. By making exercise a regular part of our routine, we not only keep our bodies healthy but also sharpen our minds and feel happier. It's an investment in our future health and happiness.

Based on your reading of the above passage, answer the following questions:

1. What is exercise described as in the passage?
   (a) Only building muscles
   (b) Any physical activity
   (c) Sitting in front of screens
   (d) Playing video games
2. What does regular exercise strengthen in our body?
   (a) Our stomach and liver
   (b) Our eyes and ears
   (c) Our heart and lungs
   (d) Our hair and nails
3. Complete the following sentence:
   Physical activity releases natural chemicals in our brain that can improve our mood and reduce feelings of _____.
4. True or False:
   Exercise is only beneficial for adults, not for growing children.
5. Find a word from the passage that means "the state of being healthy and happy."
6. Name two specific benefits of exercise mentioned in the passage.
7. How can exercise act as a stress reliever?
8. Find a word from the passage that is an antonym for "active."

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Ans :

1. (b) Any physical activity
2. (c) Our heart and lungs
3. Physical activity releases natural chemicals in our brain that can improve our mood and reduce feelings of anxiety.
4. False
5. Well-being
6. Strengthens heart and lungs, builds strong bones and muscles, improves balance and flexibility, reduces stress, improves mood, helps sleep better. (Any two are acceptable)
7. Exercise can act as a stress reliever because physical activity releases natural chemicals in our brain that can improve our mood and reduce feelings of anxiety.
8. Sitting.

Passage 25

Energy is vital for our daily lives. We use it to light our homes, run our schools, power our vehicles, and operate industries. For a long time, humanity has relied heavily on "fossil fuels" like coal, oil, and natural gas. However, these resources are limited, contribute to pollution, and are not good for our planet's health. This is where renewable energy comes in – energy sources that are naturally replenished and never run out.

The sun is perhaps the most abundant source of renewable energy. Solar power harnesses sunlight using panels to generate electricity. Wind power uses giant turbines to capture the force of the wind. Hydropower generates electricity from the movement of water, usually from rivers. Other forms include geothermal energy (from Earth's internal heat) and biomass energy (from organic matter). The main advantage of renewable energy sources is that they produce little to no greenhouse gas emissions, helping to fight climate change and improve air quality. They also reduce our dependence on finite resources.

As technology advances, renewable energy is becoming increasingly efficient and affordable, offering a clean and sustainable path for our energy future, ensuring a healthier planet for generations to come.

Based on your reading of the above passage, answer the following questions:

1. What are examples of fossil fuels mentioned in the passage?
   (a) Solar, wind, and hydro
   (b) Coal, oil, and natural gas
   (c) Biomass and geothermal
   (d) Water, air, and sun
2. What is the main characteristic of renewable energy sources?
   (a) They are very expensive.
   (b) They are limited resources.
   (c) They never run out.
   (d) They cause a lot of pollution.
3. Complete the following sentence:
   Wind power uses giant _____ to capture the force of the wind.
4. True or False:
   Renewable energy sources produce a lot of greenhouse gas emissions.
5. Find a word from the passage that means "easily available in large quantities."
6. How does solar power generate electricity?
7. Give two main advantages of using renewable energy sources.
8. Find a word from the passage that is an antonym for "limited."

Ans :

1. (b) Coal, oil, and natural gas
2. (c) They never run out.
3. Wind power uses giant turbines to capture the force of the wind.
4. False
5. Abundant
6. Solar power harnesses sunlight using panels to generate electricity.
7. Two main advantages are that they produce little to no greenhouse gas emissions (helping climate change and air quality) and they reduce our dependence on finite resources.
8. Replenished.

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CHAPTER 2

READING COMPREHENSION-II (POEM)

1. INTRODUCTION

Reading Comprehension, as we discussed, is crucial for understanding any written piece. In this chapter, we will focus specifically on understanding "unseen poems." Reading poetry requires a slightly different approach than reading prose. The goal here is not just to grasp the literal meaning of the words, but to delve deeper into the poet's feelings, ideas, and the messages conveyed through imagery, rhythm, and figurative language.

2. IMPORTANCE

Understanding poems helps you appreciate the beauty and depth of language. Here's why developing good comprehension skills for poetry is so important:

1. **Explores Emotions and Ideas:** Poems often express complex human emotions, profound ideas, and unique perspectives in a concise and evocative way. Understanding them helps you connect with these deeper meanings.
2. **Enhances Critical Thinking:** Poetry often uses symbolism, metaphors, and other literary devices. Deciphering these requires careful thought and interpretation, strengthening your analytical skills.
3. **Appreciates Language and Art:** You learn to appreciate the skillful use of words, rhythm, rhyme, and sound devices that poets employ to create a specific effect and convey their message.
4. **Expands Vocabulary and Expression:** You encounter new words and learn how they can be used creatively, which can enrich your own vocabulary and improve your expressive abilities.
5. **Connects to Culture and History:** Many poems reflect the time and culture in which they were written, offering insights into different historical periods and societal values.

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3. HOW TO APPROACH AN UNSEEN POEM

Reading a poem effectively involves more than just reading the lines. Follow these steps to understand a poem well and answer the questions correctly:

1. **Read the Poem Once (Aloud, if possible):** Read the entire poem once, preferably aloud or by mentally sounding out the words. This helps you grasp the rhythm, flow, and initial feeling of the poem. Don't worry about understanding every detail yet; just get a general sense.
2. **Identify the Speaker and Situation:** Try to figure out who is speaking in the poem and what the basic situation or setting is. Is it a person, an object, or an abstract idea speaking? Where and when does the poem seem to take place?
3. **Look for Key Words and Imagery:** Read the poem again, this time paying closer attention to specific words, phrases, and images that stand out. What pictures do these words create in your mind? Underline or note down striking descriptions.

4. **Consider Figurative Language:** Poems often use metaphors, similes, personification, and other figures of speech. Try to identify these and think about what they mean. For example, if a poet describes the moon as a "silver coin," what does that comparison suggest?
5. **Identify the Main Idea or Theme:** After understanding the literal meaning and the imagery, try to determine the central message, feeling, or idea the poet is trying to convey. What is the poem primarily about? What emotions does it evoke?
6. **Read the Questions:** Now, read all the questions given after the poem. This will help you focus your third reading on specific aspects.
7. **Read the Poem Again (Carefully and Analytically):** Read the poem a third time, slowly and carefully. This time, read with the questions in mind, looking for specific answers and further understanding of the poet's intent. Pay attention to how the poem's structure (stanzas, rhyme scheme) might contribute to its meaning.
8. **Answer the Questions:** Write down your answers. For poetry questions, you often need to infer meaning and explain your interpretations, rather than just finding direct facts. Use evidence from the poem to support your answers.
9. **Review Your Answers:** Once you are done, read your answers and compare them with the poem again. Ensure your answers are clear, complete, and directly address what the question asks, reflecting a good understanding of the poem's literal and deeper meanings.

4. SOME IMPORTANT EXAMPLES

Passage 1

The Whispering Stream

The little stream, a silver thread,
Winds softly through the meadows green.
It sings a song, though nothing's said,
Of secrets held, and what has been.

Tall willows dip their sleepy heads,
To touch the cool, clear water's flow.
While tiny fish, in watery beds,
Dart swiftly, hiding down below.

A dragon's wing, a flash of blue,
Dances above its mossy brink.
The sunbeams play, a golden hue,
Upon the pebbles, as they sink.

It hurries on, through day and night,
A journey long, a gentle pace.
Reflecting clouds, and morning light,
Leaving beauty in its watery trace.

Based on your reading of the above poem, answer the following questions:

1. What is the main subject of this poem?
   (a) Tall willow trees
   (b) A quiet meadow
   (c) A flowing stream
   (d) Tiny fish
2. The little stream is compared to a _____ thread.

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3. The poem suggests the stream makes a loud, rushing sound. (True/False)
4. Find a word in the poem that means "moves quickly with sudden movements."
5. Assertion (A): The willows dip their heads to the stream.
   Reason (R): They are sad and want to cry into the water.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What colour is the dragon's wing mentioned in the poem?
7. How does the poet describe the movement of the stream?
8. What feeling does the poem evoke about nature?

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Ans :

1. (c) A flowing stream
2. silver
3. False
4. Dart
5. (c) A is true but R is false.
6. Blue
7. The poet describes the stream's movement as "winds softly," "cool, clear water's flow," "hurries on," and having a "gentle pace."
8. The poem evokes a feeling of peace, serenity, and gentle beauty about nature.

Passage 2

The Tiny Seed

A tiny seed lay buried deep,
Beneath the earth, where secrets sleep.
It dreamt of sun, and longed to rise,
To touch the vast and open skies.
The soil was hard, the darkness bound,
No friendly light could yet be found.
But deep within, a quiet might,
Pushed upwards towards the distant light.

It fought the weight, with all its will,
A silent struggle, steep and still.
Through tiny cracks, it made its way,
Aspiring to the light of day.

With rootlets firm, and stem so frail,
It bravely faced the wind and hail.
And soon a sprout, so green and new,
Emerged, a promise shining true.

Based on your reading of the above poem, answer the following questions:

1. What was the tiny seed's main dream?
   (a) To stay buried deep
   (b) To become a strong tree
   (c) To touch the sun and sky
   (d) To sleep forever
2. The seed pushed upwards towards the _____.
3. The poem implies that the seed's journey was easy. (True/False)
4. Find a word in the poem that is an antonym for "strong."
5. Assertion (A): The tiny seed faced challenges like hard soil and darkness.
   Reason (R): It had a strong inner will to grow and reach the light.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What grew "so green and new" at the end?
7. What did the seed fight against to make its way through the cracks?
8. What lesson can we learn from the tiny seed's journey?

Ans :

1. (c) To touch the sun and sky
2. light
3. False
4. Frail
5. (a) Both A and R are true and R is the correct explanation of A.
6. A sprout
7. It fought against the "weight" and the "hard soil" to make its way through the cracks.
8. We can learn that even small things can show great courage and perseverance to overcome difficulties and achieve their goals.

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Passage 3

The Cloud Dreamer

I watch the clouds, a lazy game,
They drift and change in sky's wide frame.
A fluffy sheep, then a soaring bird,
Each shape a silent, whispered word.

Sometimes a castle, grand and tall,
With towers that seem about to fall.
Or giant hands, that wave and sway,
Then fade to misty white away.

My mind imagines, free and bright,
What stories hide in airy light.
A silver dragon, fierce and bold,
A secret tale, forever told.

They sail so high, without a sound,
Above the busy, bustling ground.
And I, a dreamer, small and true,
Wish I could float, and join them too.

Based on your reading of the above poem, answer the following questions:

1. What does the poet watch in the sky?
   (a) Birds flying
   (b) Airplanes
   (c) Stars twinkling
   (d) Drifting clouds
2. The clouds are described as changing shapes like a fluffy sheep and a soaring _____.
3. The poet hears the clouds whisper words loudly. (True/False)
4. Find a word in the poem that is a synonym for "large" or "enormous."
5. Assertion (A): The poet imagines various shapes in the clouds.
   Reason (R): The clouds stay in fixed shapes, making them easy to identify.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. Where does the poet imagine the secret tales are told?
7. What does the poet wish to do at the end of the poem?
8. What does this poem tell us about the power of imagination?

Ans :

1. (d) Drifting clouds
2. bird
3. False
4. Giant
5. (c) A is true but R is false.
6. In airy light/By a silver dragon
7. The poet wishes to float and join the clouds.
8. This poem tells us that imagination can transform simple things, like clouds, into magical and fantastical images, allowing our minds to wander freely and create wonderful stories.

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Passage 4

My Land, My Pride

From mountain peaks to ocean's shore,
A land of stories, rich and more.
Where ancient rivers gently flow,
And fields of golden harvests grow.

Through ages past, brave hearts stood tall,
Answering freedom's urgent call.
With spirit strong, and vision clear,
They built the future, banishing fear.

Our flag, it waves, a vibrant sight,
Symbol of justice, peace, and light.
Each colour tells a sacred tale,
Of unity that will not fail.

With every sunrise, fresh and new,
My love for thee, my land, renews.
For this dear soil, I stand with pride,
With dreams and hopes, deep inside.

Based on your reading of the above poem, answer the following questions:

1. What does the poet say about the rivers in the land?
   (a) They are mighty and swift.
   (b) They flow gently.
   (c) They are dry.
   (d) They are frozen.
2. The flag is described as a symbol of justice, peace, and _____.
3. The poem states that the land has no historical stories. (True/False)
4. Find a word in the poem that is an antonym for "weak" or "timid."

5. Assertion (A): Brave hearts fought for freedom in the past.
   Reason (R): They wanted to build a better future for their land.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What does each colour of the flag tell?
7. How does the poet feel about their land with every new sunrise?
8. What is the main message the poet wants to convey about their land?

Ans :

1. (b) They flow gently.
2. light
3. False
4. Brave (or Strong)
5. (a) Both A and R are true and R is the correct explanation of A.
6. Each colour tells a sacred tale of unity.
7. The poet's love for their land renews with every new sunrise.
8. The main message is one of deep pride, love, and reverence for their homeland, highlighting its rich history, the sacrifices made for its freedom, and its enduring symbols of unity and hope.

Passage 5

The Potter's Wheel

Upon the wheel, a lump of clay,
The potter's hands begin to play.
A gentle push, a tender turn,
Lessons from ages, we still learn.

From ancient times, this art so deep,
Where stories in the vessels sleep.
A spinning dance, a silent plea,
To shape what only hands can see.

The pots take form, a curve, a grace,
Reflecting skill, and time, and space.
A piece of history, fresh and new,
Crafted with love, for me and you.

Based on your reading of the above poem, answer the following questions:

1. What is the main subject of this poem?
   (a) Ancient stories
   (b) A lump of clay
   (c) The art of pottery
   (d) Spinning dance
2. The potter's hands begin to _____ with the clay.
3. The poem implies that pottery is a new art form. (True/False)
4. Find a word in the poem that means "old" or "from a very long time ago."
5. Assertion (A): The potter's wheel helps to shape the clay.
   Reason (R): The potter uses gentle pushes and turns to guide the clay.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What is said to sleep within the vessels?
7. How are the pots described once they take form?
8. What is the significance of the potter's art according to the poem?

Ans :

1. (c) The art of pottery
2. play
3. False
4. Ancient
5. (a) Both A and R are true and R is the correct explanation of A.
6. Stories
7. They are described as having "a curve, a grace," reflecting skill, time, and space.
8. The poem signifies that the potter's art is an ancient and valuable craft that teaches lessons from the past, shapes beauty with

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skill, and creates pieces that hold history and cultural value.

Passage 6

The Quiet Evening

The sun dips low, a fiery ball,
Behind the trees, beyond the wall.
The sky turns orange, then deep red,
As busy day is softly sped.

A gentle breeze begins to sigh,
Whispering secrets as it goes by.
The birds grow quiet in their nest,
Preparing for their nightly rest.

A single star begins to gleam,
Like a distant, peaceful dream.
The air grows cool, the shadows creep,
While city lights begin to peep.

A sense of calm begins to fill,
The world grows hushed, and stands quite still.
The day is done, the night takes hold,
A peaceful story to unfold.

Based on your reading of the above poem, answer the following questions:

1. What colour does the sky turn after the sun dips low?
   (a) Blue and white
   (b) Orange and deep red
   (c) Grey and dark
   (d) Yellow and green
2. The birds grow quiet in their _____.
3. The poem describes the evening as being very noisy. (True/False)
4. Find a word in the poem that is a synonym for "calm" or "tranquil."
5. Assertion (A): The poem describes the morning time.
   Reason (R): The sun dips low and the sky turns orange and deep red.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What begins to gleam like a peaceful dream?
7. What do the city lights start to do as the air grows cool?
8. What kind of atmosphere does the poet create in this poem?

Ans :

1. (b) Orange and deep red
2. nest
3. False
4. Peaceful/Hushed/Calm
5. (d) A is false but R is true.
6. A single star
7. The city lights begin to peep.
8. The poet creates a calm, serene, and peaceful atmosphere, evoking a sense of quiet transition from day to night.

Passage 7

The Rain's Gentle Tap

The sky turns grey, a sudden hush,
Before the first soft drops begin to rush.
A gentle tap on window panes,
Washing away the dusty stains.

The thirsty earth drinks deep and slow,
As tiny puddles start to grow.
A fresh, clean scent fills up the air,
A cool relief beyond compare.

The leaves all dance, a joyful gleam,
Reflecting back a silver dream.
From rooftop high to garden low,
The rhythmic patter starts to flow.

It sings a lullaby so mild,
To slumber earth, a sleepy child.
A blessing falls, from clouds above,
A soothing sound, a gift of love.

Based on your reading of the above poem, answer the following questions:

1. What is the first sign that the rain is beginning?
   (a) The sky turns blue.
   (b) A sudden gust of wind.

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(c) The sky turns grey and there's a hush.
(d) Birds start chirping loudly.

2. The rain leaves the window panes clean by washing away the _____ stains.
3. The poem describes the sound of the rain as loud and crashing. (True/False)
4. Find a word in the poem that is an antonym for "rough" or "harsh."
5. Assertion (A): The earth welcomes the rain.
   Reason (R): It is thirsty and drinks the water deeply.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What fills the air when the rain starts?
7. How do the leaves react to the rain?
8. What feeling does the poem convey about rain?

Ans :

1. (c) The sky turns grey and there's a hush.
2. dusty
3. False
4. Gentle/Soft/Mild/Soothing
5. (a) Both A and R are true and R is the correct explanation of A.
6. A fresh, clean scent.
7. The leaves dance and gleam joyfully, reflecting a silver dream.
8. The poem conveys a feeling of peace, relief, and joy towards rain, portraying it as a gentle, cleansing, and refreshing gift of nature.

Passage 8

A Helping Hand

When troubles brew, and shadows loom,
And clouds of worry fill the room,
A gentle voice, a patient ear,
Can chase away the doubt and fear.

A friend's warm smile, a helping hand,
The strongest bridge across the land.
No task too great, no burden deep,
When bonds of kindness friendship keep.

A simple word, a thought so kind,
A treasure for the heart and mind.
It builds a world, where all can stand,
Together strong, across the land.

Based on your reading of the above poem, answer the following questions:

1. What can a gentle voice and a patient ear do when troubles loom?
   (a) Make troubles worse
   (b) Chase away doubt and fear
   (c) Create more shadows
   (d) Fill the room with worry
2. A friend's warm smile is compared to the strongest _____ across the land.
3. The poem suggests that friendship makes problems seem bigger. (True/False)
4. Find a word in the poem that is an antonym for "weakness" or "fragility."
5. Assertion (A): A helping hand is important when facing difficulties.
   Reason (R): It offers support and makes burdens feel lighter.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What two things are a "treasure" for the heart and mind?
7. What does "bonds of kindness" help to keep?
8. What is the main message about friendship conveyed in this poem?

Ans :

1. (b) Chase away doubt and fear
2. bridge
3. False
4. Strongest

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5. (a) Both A and R are true and R is the correct explanation of A.
6. A simple word and a kind thought.
7. Bonds of kindness help to keep friendship.
8. The main message is that friendship, built on kindness and support, is incredibly valuable and powerful, helping us overcome challenges and creating a stronger, more united world.

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Passage 9

The Mountain Climber

The mountain stood, a challenge grand,
A silent giant, across the land.
Its peak so high, above the blue,
A dream for daring hearts and true.

The path was steep, with rocks untold,
A story of struggles, brave and old.
Each step was hard, the air so thin,
A whispered doubt, from deep within.

But spirit strong, and will ablaze,
He faced the climb, through misty haze.
With steady hand, and focused sight,
He sought the summit, shining bright.

He slipped, he stumbled, learned to rise,
With courage gleaming in his eyes.
For every fall, a lesson clear,
Conquering every single fear.

Based on your reading of the above poem, answer the following questions:

1. What is described as a "silent giant"?
   (a) The path
   (b) The mountain
   (c) A rock
   (d) A dream
2. The mountain climber sought the _____ shining bright.
3. The poem states that the path up the mountain was easy and smooth. (True/ False)
4. Find a word in the poem that is a synonym for "difficult" or "arduous."
5. Assertion (A): The climber abandoned his dream after a few falls.
   Reason (R): He learned a clear lesson from every fall.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What did the climber learn from every fall?
7. How is the climber's will described as he faced the climb?
8. What is the main message about facing challenges that this poem conveys?

Ans :

1. (b) The mountain
2. summit
3. False
4. Steep/Hard
5. (d) A is false but R is true.
6. He learned a lesson clear from every fall.
7. His will is described as "ablaze" and his spirit as "strong."
8. The main message is that even when faced with daunting challenges and setbacks, a strong spirit, determination, and willingness to learn from mistakes can help one overcome fears and achieve their goals.

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Passage 10

The Bustling Market

A thousand voices, low and high,
Beneath the morning's waking sky.
Bright colours spill from every stall,
A joyful buzz engulfs us all.

Here fresh-cut flowers, soft and sweet,
Meet spices strong, on dusty street.
The merchant calls, with cheerful plea,
"Come buy! Come buy! Look here and see!"

A child skips by, with eager stare,
At toys and sweets beyond compare.
Baskets are filled, and coins exchanged,
A busy world, so well arranged.

Through paths of chatter, swift and wide,
The market's pulse, can't be denied.
A vibrant heart, where stories meet,
In every face, on every street.

Based on your reading of the above poem, answer the following questions:

1. What kind of sounds fill the market according to the first line?
   (a) Loud music
   (b) Quiet whispers
   (c) Animal sounds
   (d) A thousand voices
2. Bright _____ spill from every stall.
3. The poem describes the market as a silent and lonely place. (True/False)
4. Find a word in the poem that is a synonym for "energetic" or "lively."
5. Assertion (A): The market is described as a "joyful buzz."
   Reason (R): There are many people, bright colours, and cheerful sounds, making it a lively place.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What does the merchant do with a cheerful plea?
7. What is exchanged in the market, as mentioned in the poem?
8. How does the poet convey the idea that the market is a central or important place?

Ans :

1. (d) A thousand voices
2. colours
3. False
4. Bustling/Vibrant/Busy
5. (a) Both A and R are true and R is the correct explanation of A.
6. The merchant calls, "Come buy! Come buy! Look here and see!"
7. Baskets are filled, and coins are exchanged.
8. The poet conveys this by calling it a "busy world, so well arranged," and describing it as a "vibrant heart, where stories meet," suggesting it's a central hub of activity and human interaction.

Passage 11

The Echo of Our Past

From ancient forts, where legends sleep,
And wisdom's roots run strong and deep,
An echo calls, a timeless sound,
From heroes on this sacred ground.

Their sacrifice, a guiding star,
No matter where our footsteps are.
A legacy, so rich and vast,
A bridge connecting future, past.

The colours bright, our banner high,
Reflect the hope in every eye.
For every child, a dream takes flight,
Towards a future, pure and bright.

This land we love, our precious home,
Where generations proudly roam.
With hearts united, strong and free,
We build our nation's destiny.

Based on your reading of the above poem, answer the following questions:

1. Where do legends sleep, according to the poem?
   (a) In brave hearts
   (b) In ancient forts
   (c) In the future
   (d) In the sky
2. The colours bright on our banner reflect the _____ in every eye.
3. The poem suggests that the past has no connection to the future. (True/False)
4. Find a word in the poem that is a synonym for "old" or "very old."

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5. Assertion (A): The sacrifices of heroes from the past are important.
   Reason (R): They serve as a guiding star and connect our past to the future.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What takes flight for every child?
7. How are the hearts of the people described in relation to building the nation's destiny?
8. What is the significance of the "echo" mentioned in the poem's title and first stanza?

Ans :

1. (b) In ancient forts
2. hope
3. False
4. Ancient
5. (a) Both A and R are true and R is the correct explanation of A.
6. A dream
7. Their hearts are described as "united, strong and free."
8. The "echo" signifies that the lessons, sacrifices, and wisdom from the nation's past and its heroes continue to resonate and influence the present and future generations, acting as a reminder of their heritage.

Passage 12

The Festival of Lights

When autumn air begins to cool,
And darkness claims the evening pool,
A magic stirs, a joyous sound,
As tiny lamps light up the ground.

Each earthen diya, small and bright,
Chases away the gloom of night.
A sweet aroma fills the breeze,
Of treats and laughter, bringing ease.

With hearts aglow, and spirits light,
We banish shadows, dark and plight.
A time for family, old and new,
Traditions honoured, pure and true.

Based on your reading of the above poem, answer the following questions:

1. What time of year is mentioned in the first line for this festival?
   (a) Summer
   (b) Spring
   (c) Winter
   (d) Autumn
2. Tiny lamps are used to light up the ——————.
3. The poem implies that the festival brings sadness and difficulty. (True/False)
4. Find a word in the poem that is a synonym for "smell" or "fragrance."
5. Assertion (A): The festival involves lighting tiny lamps.
   Reason (R): The festival brings sadness and difficulty to the evening.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What fills the breeze during the festival?
7. What two things are banished by hearts and spirits being light?
8. What is the main cultural significance of this festival, as suggested by the poem?

Ans :

1. (d) Autumn
2. ground
3. False
4. Aroma
5. (c) A is true but R is false.
6. A sweet aroma of treats and laughter.
7. Shadows and plight (or gloom and plight).
8. The main cultural significance is that it is a time for honouring traditions,

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celebrating with family, and symbolically overcoming darkness and difficulties with light, joy, and togetherness.

Passage 13

The Morning Chorus

When dawn first paints the eastern sky,
And sleepy shadows softly lie,
A tiny flutter, then a trill,
From branches green, upon the hill.

The robin wakes, with chest so red,
A cheerful song from its small bed.
The sparrows chirp, a busy sound,
As morning light spreads all around.

Each little throat, a joyful note,
A melody that seems to float.
They greet the day with happy praise,
Through sunlit leaves and misty haze.

A chorus sweet, so pure and free,
Nature's own morning symphony.
It fills the air, from tree to tree,
A waking world, for all to see.

Based on your reading of the above poem, answer the following questions:

1. What time of day does the poem describe?
   (a) Evening
   (b) Night
   (c) Morning
   (d) Afternoon
2. The robin is described as having a _____ chest.
3. The poem implies that the birds are sad when they sing. (True/False)
4. Find a word in the poem that is a synonym for "song" or "tune."
5. Assertion (A): The birds sing a joyful melody.
   Reason (R): They are greeting the new day with happy praise.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What spreads all around as the sparrows chirp?
7. How is the "chorus" of the birds described?
8. What message does the poem convey about the start of a new day?

Ans :

1. (c) Morning
2. red
3. False
4. Trill/Note/Melody/Symphony
5. (a) Both A and R are true and R is the correct explanation of A.
6. Morning light.
7. The chorus is described as "sweet, so pure and free" and "Nature's own morning symphony."
8. The poem conveys that the start of a new day is a time for joy, a fresh beginning, and a beautiful natural awakening, symbolized by the cheerful songs of birds.

Passage 14

The Unseen Spinner

With silent hand, and ceaseless tread,
A tireless spinner, onward led.
It weaves the moments, fine and frail,
Through sunshine bright and stormy gale.

No hurried rush, no sudden halt,
It mends the flaws, repairs each fault.
It marks the seasons, green and gold,
A story ancient, to be told.

Each tick and tock, a steady beat,
Guiding our steps, through winding street.
It whispers hope, it teaches grace,
A silent journey, through time and space.

Though unseen, its power vast,
Ensuring every moment's passed.
A patient guide, for all to see,
Leading us to destiny.

Based on your reading of the above poem, answer the following questions:

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1. What is described as a "tireless spinner"?
   (a) Time
   (b) A person weaving
   (c) A spider
   (d) A clock
2. The unseen spinner weaves the moments, fine and _____.
3. The poem states that the spinner often hurries or stops suddenly. (True/False)
4. Find a word in the poem that is a synonym for "constant" or "unending."
5. Assertion (A): The unseen spinner weaves the moments, fine and frail.
   Reason (R): It marks the seasons, green and gold.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What does the "unseen spinner" mend and repair?
7. How is the journey of this spinner described?
8. What is the main quality of the "unseen spinner" that the poet emphasizes?

Ans :

1. (a) Time
2. frail
3. False
4. Ceaseless/Tireless/Steady/Patient
5. (b) Both A and R are true but R is not the correct explanation of A.
6. It mends the flaws and repairs each fault.
7. Its journey is described as "silent," "through time and space," and with a "steady beat."
8. The poet primarily emphasizes the perseverance and patience of the "unseen spinner" (time), highlighting its continuous, unwavering, and gentle guidance.

Passage 15

The Joy of Small Things

A butterfly, with painted wings,
A morning bird, that sweetly sings.
The scent of earth, after the rain,
A sunny window, on the pane.

These tiny gifts, that nature sends,
On simple happiness depends.
A whispered secret, shared with glee,
A friend's warm laugh, so wild and free.

The warmth of sun, upon your face,
A moment filled with simple grace.
For joy resides, not far away,
But in the small things, of each day.

Based on your reading of the above poem, answer the following questions:

1. What two natural elements are mentioned in the first two lines?
   (a) A stream and a hill
   (b) A butterfly and a bird
   (c) A tree and a flower
   (d) The sun and the moon
2. A sunny _____ is mentioned on the pane.
3. The poem suggests that joy is difficult to find. (True/False)
4. Find a word in the poem that is a synonym for "delight" or "pleasure."
5. Assertion (A): The poem lists simple things like a butterfly and a bird's song.
   Reason (R): These small things are presented as sources of happiness.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What fills a moment with simple grace?
7. What kind of secret is shared with glee?
8. Where does the poet say joy truly resides?

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Ans :

1. (b) A butterfly and a bird
2. window
3. False
4. Joy/Glee/Happiness
5. (a) Both A and R are true and R is the correct explanation of A.
6. The warmth of the sun upon your face.
7. A whispered secret.
8. The poet says joy resides in the small things of each day.

Passage 16

Our Nation's Tapestry

From north to south, and east to west,
A vibrant land, divinely blessed.
With languages, a countless few,
And customs old, and spirits new.

The mountains stand, the deserts gleam,
Each region holds a different dream.
The ancient cities, stories tell,
Where varied cultures truly dwell.

Though paths may differ, wide and far,
United by one guiding star.
In every heart, a shared embrace,
For this our home, our sacred place.

With pride we stand, a family grand,
The diverse strength of our dear land.
A tapestry woven, rich and bright,
Shining with unity's pure light.

Based on your reading of the above poem, answer the following questions:

1. How is the land described in terms of its blessings?
   (a) Challenging and vast
   (b) Divinely blessed
   (c) Cold and distant
   (d) Empty and quiet
2. The poem mentions a countless number of _____.
3. The poem implies that different regions have the same dreams. (True/False)
4. Find a word in the poem that is an antonym for "uniformity" or "sameness."
5. Assertion (A): The nation has many different languages and customs.
   Reason (R): It is a diverse land with varied cultures.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What does the "tapestry" symbolize in the last stanza?
7. What unites people, even though their paths may differ?
8. What is the core message of this poem regarding the nation?

Ans :

1. (b) Divinely blessed
2. languages
3. False
4. Diverse/Varied
5. (a) Both A and R are true and R is the correct explanation of A.
6. The "tapestry" symbolizes the rich and diverse mix of cultures, traditions, and people that make up the nation, united into one beautiful whole.
7. They are united by one guiding star and a shared embrace in every heart.
8. The core message is about the beautiful unity in diversity of the nation, celebrating its varied cultures, languages, and regions, all bound together by a shared sense of home and pride.

Passage 17

The Ancient Library

In silent halls, where dust motes dance,
Old wisdom waits, to give a glance.
On fragile pages, soft and thin,
The thoughts of ages live within.

From scrolls unrolled, in times long past,
To heavy books, built strong to last.
Each written word, a guiding light,
Dispelling shadows of the night.

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The minds of sages, brave and true,
Share ancient tales, for me and you.
Of kingdoms lost, and lessons learned,
A timeless fire, forever burned.

So step inside, with quiet feet,
Where past and future gently meet.
For knowledge deep, will truly grow,
From seeds of long, long ago.

Based on your reading of the above poem, answer the following questions:

1. Where does "old wisdom" wait, according to the poem?
   (a) In dusty motes
   (b) In ancient halls
   (c) In future dreams
   (d) In brave sages
2. The thoughts of ages live within _____ pages.
3. The poem implies that the knowledge from the past is no longer useful. (True/False)
4. Find a word in the poem that is an antonym for "new" or "modern."
5. Assertion (A): The ancient library is a place where past and future gently meet.
   Reason (R): Dust motes dance in the silent halls.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What does each written word do, according to the poem?
7. What kind of stories do the minds of sages share?
8. What is the main message about knowledge and the past conveyed in this poem?

Ans :

1. (b) In ancient halls
2. fragile
3. False
4. Ancient/Old
5. (b) Both A and R are true but R is not the correct explanation of A.
6. Each written word acts as a guiding light, dispelling shadows of the night.
7. They share ancient tales, of kingdoms lost, and lessons learned.
8. The main message is that valuable knowledge and wisdom from the past are preserved in books and scrolls, serving as a timeless source of guidance and learning that continues to help us grow.

Passage 18

The Whistle of the Train

A distant rumble, low and deep,
While sleepy towns begin to sleep.
Then closer still, a mighty sound,
As iron wheels on track are bound.

The whistle blows, a mournful call,
Announcing journeys, one and all.
Through fields of green, and tunnels dark,
Leaving behind its smoky mark.

The world outside, a blur of grey,
As swiftly through the night we sway.
New landscapes rise, then fade from view,
A silent promise, fresh and new.

Each station waits, a hurried pause,
Obeying journey's silent laws.
Onward it goes, with rhythmic beat,
Towards adventures, wild and sweet.

Based on your reading of the above poem, answer the following questions:

1. What is the first sound heard in the poem that signals the train's approach?
   (a) A mighty sound
   (b) A mournful call
   (c) A distant rumble
   (d) A rhythmic beat
2. The train passes through fields of green and tunnels _____.
3. The poem implies that the train journey is slow and uneventful. (True/False)

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4. Find a word in the poem that is an antonym for "fast" or "rapid."
5. Assertion (A): The train's whistle announces its journeys.
   Reason (R): It signals its arrival and departure to passengers.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What does the world outside appear as from the train?
7. What happens at each station?
8. What feeling does the poem evoke about traveling by train?

Ans :

1. (c) A distant rumble
2. dark
3. False
4. Sleepy/Rhythmic (in context of steadiness, not speed)
5. (a) Both A and R are true and R is the correct explanation of A.
6. A blur of grey.
7. At each station, there is a hurried pause.
8. The poem evokes a feeling of adventure, anticipation, and the rhythmic, comforting experience of moving through changing landscapes, even through the night.

Passage 19

The Spring's Soft Call

The frosty breath of winter fades,
From sleepy fields and silent glades.
A warmth returns, a gentle hue,
As nature wakes, reborn and new.

Green shoots appear, from soil so deep,
Where tiny bulbs had long been asleep.
The birds begin a joyful tune,
Beneath the tender, warming moon.

The blossoms burst in colours bright,
A cheerful, dancing, lovely sight.
The air is fresh, with sweet perfume,
Chasing away the winter's gloom.

A vibrant life begins to play,
Welcoming spring, with every day.
The world alive, with hopeful gleam,
A beautiful, unfolding dream.

Based on your reading of the above poem, answer the following questions:

1. What season is mentioned as fading away at the beginning of the poem?
   (a) Summer
   (b) Autumn
   (c) Winter
   (d) Spring
2. Green _____ appear from the soil.
3. The poem implies that spring brings sadness and dullness. (True/False)
4. Find a word in the poem that is a synonym for "gentle" or "mild."
5. Assertion (A): The air in spring becomes fresh with sweet perfume.
   Reason (R): The birds begin a joyful tune beneath the warming moon.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What does the air become fresh with?
7. How are the blossoms described when they burst?
8. What is the main feeling or atmosphere created by the arrival of spring in the poem?

Ans :

1. (c) Winter
2. shoots
3. False
4. Soft/Tender/Warming

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5. (b) Both A and R are true but R is not the correct explanation of A.
6. Sweet perfume.
7. They are described as "colours bright," and a "cheerful, dancing, lovely sight."
8. The poem creates an atmosphere of renewal, hope, joy, and vibrant awakening, as nature comes back to life after winter.

Passage 20

The Young Learner

With furrowed brow and eager eye,
A puzzle sits, beneath the sky.
The letters dance, the numbers play,
And doubts might whisper, "Not today."

But deep inside, a tiny spark,
Will light the way through every dark.
A patient hand, a steady pace,
To master challenges, with grace.

Each mistake made, a lesson clear,
Dispelling every rising fear.
For knowledge gained, with effort true,
Builds courage strong, in me and you.

Based on your reading of the above poem, answer the following questions:

1. What is sitting "beneath the sky" with a furrowed brow?
   (a) A sky full of clouds
   (b) A difficult problem
   (c) A sleepy student
   (d) A young learner
2. Doubt might whisper, "Not _____."
3. The poem implies that learning is always easy. (True/False)
4. Find a word in the poem that is a synonym for "earnest" or "keen."
5. Assertion (A): The young learner avoids making any mistakes.
   Reason (R): Every mistake made becomes a clear lesson.
   Choose the correct option:
   (a) Both A and R are true and R is the correct explanation of A.
   (b) Both A and R are true but R is not the correct explanation of A.
   (c) A is true but R is false.
   (d) A is false but R is true.
6. What does a "tiny spark" do from deep inside?
7. What is gained with true effort, according to the poem?
8. What message does the poem convey about learning and challenges?

Ans :

1. (d) A young learner
2. today
3. False
4. Eager
5. (d) A is false but R is true.
6. It will light the way through every dark.
7. Knowledge and strong courage are gained.
8. The poem conveys that learning, though it can present challenges and doubts, requires perseverance and a strong inner will. Every mistake is a lesson, and true effort in learning builds courage.



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CHAPTER 1

MESSAGE WRITING

1. INTRODUCTION

Message writing is a concise and clear way of conveying important information to someone when direct communication is not possible. It's like leaving a short, essential note for someone. In this chapter, you'll learn to write messages for various situations, such as when you receive a call for someone who isn't available, or when you need to pass on a brief piece of information.

2. KEY COMPONENTS OF A MESSAGE

A well-written message should always include the following:

1. **Date:** The date on which the message is written.
2. **Time:** The time at which the message is written.
3. **Salutation:** A respectful greeting to the person for whom the message is intended (e.g., "Dear Mom," "To Rohan,").
4. **Body:** The main content of the message. This should be brief, clear, and contain all the necessary information. Avoid unnecessary details.
5. **Sender's Name:** The name of the person writing the message.

3. POINTS TO REMEMBER

When you write a message, keep these simple rules in mind:

1. **Conciseness:** Be brief and to the point. Messages are not meant to be long essays.
2. **Clarity:** Ensure your message is easy to understand. Use simple language.
3. **Accuracy:** Double-check that all the information (names, numbers, times, dates) is correct.
4. **No New Information:** Do not add any information that was not part of the original conversation or instruction.
5. **Format:** Stick to the standard format. A message is usually enclosed in a box.
6. **Tense:** Messages are usually written in the past tense, as you are relaying information that has already been received.

4. STEPS TO WRITE A GOOD MESSAGE

Steps to write a good message are as follows:

1. **Read the given information carefully:** Understand the situation and what information needs to be conveyed.
2. **Identify the key points:** What are the most important details that must be included?
3. **Draft the message:** Put your thoughts into a clear and concise format.
4. **Review and edit:** Check for any errors in grammar, spelling, or information. Ensure it's within the word limit.
5. **Enclose in a box:** Draw a box around your message to give it a formal look.

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5. FORMAT OF MESSAGE

Here's how to arrange your message:

MESSAGE

_____ [Date]
_____ [Time]

_____ [Salutation]
_____
_____
_____ [Body]

_____ [Sender's Name]

6. SOME IMPORTANT EXAMPLES

1. You are Riya. Your brother, Rohan, is out. Your friend, Puja, called to say that she has found your lost history book and will bring it to school tomorrow. Write a message for Rohan.

Ans :

MESSAGE

July 31, 2025
4:15 PM

Dear Rohan,
Puja called. She has found your lost history book. She will bring it to school tomorrow.

Riya

2. You are Akash. Your father is not at home. You receive a call from his office. Write a message for your father based on the following telephonic conversation.
(Telephone Rings)
Akash: Hello?
Mr. Singh (from office): Hello, is Mr. Verma there?
Akash: No, he's gone out for some work. Can I take a message?
Mr. Singh: Yes, please tell him that the new project files are ready. He needs to collect them from the office by 5 PM today. It's urgent. My name is Mr. Singh.
Akash: Okay, I will tell him.

Ans :

MESSAGE

July 31, 2025
4:25 PM

Dear Dad,
Mr. Singh from your office called. He said the new project files are ready and you need to collect them from the office by 5 PM today. It's urgent.

Akash

3. You are Kavya. Your doctor called to reschedule your appointment for next Monday at 10 AM. Your mother is not home. Write a message for her.

Ans :

MESSAGE

July 31, 2025
4:30 PM

Dear Mom,
The doctor's clinic called. They have rescheduled my appointment. It's now for next Monday at 10 AM.

Kavya

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4. Read the following conversation between Mr. Das and Rohit. Rohit needs to leave a message for his sister, Priya, who is out.
(Telephone Rings)
Rohit: Hello?
Mr. Das: Hello, is Priya there?
Rohit: No, she's at her friend's house. Can I take a message?
Mr. Das: Yes, please tell her that the inter-school debate competition practice has been moved to the school auditorium today at 3 PM. It's important for her to attend. My name is Mr. Das, the debate club in-charge.
Rohit: Okay, I'll let her know.

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Ans :

MESSAGE

July 31, 2025
4:35 PM

Dear Priya,
Mr. Das called. He said the inter-school debate competition practice is now in the school auditorium today at 3 PM. He said it's important to attend.

Rohit

5. You are Maya. Your father is expecting a parcel. You receive a call from the courier company. Write a message for your father.
(Telephone Rings)
Maya: Hello?
Courier Company: Hello, is Mr. Singh available?
Maya: No, he's stepped out.
Courier Company: We have a parcel for him. We tried to deliver it but no one was home. He needs to call us back at 9876543210 to reschedule the delivery. Please tell him to call before 6 PM.
Maya: Okay, I will.

Ans :

MESSAGE

July 31, 2025
4:40 PM

Dear Dad,
The courier company called about your parcel. They tried to deliver but you were out. Please call them at 9876543210 to reschedule before 6 PM.

Maya

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6. You are Samir. Your friend, Rajat, called to invite you to his birthday party tomorrow at 5 PM at his home. Your mother is not there. Write a message for her informing her about the invitation.

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Ans :

MESSAGE

July 31, 2025
4:45 PM

Dear Mom,
Rajat called. He invited me to his birthday party tomorrow at 5 PM at his home.

Samir

7. Read the following conversation between Mrs. Roy and Ankit. Ankit leaves a message for his father.
(Telephone Rings)
Ankit: Hello?
Mrs. Roy: Hello, is Mr. Khanna there?
Ankit: No, he's in a meeting.
Mrs. Roy: Please tell him that the plumber will come to fix the leak in the bathroom tomorrow morning between 9 AM and 11 AM.
Ankit: Okay, I will.

Ans :

MESSAGE

July 31, 2025
4:50 PM

Dear Dad,
Mrs. Roy called. The plumber will come tomorrow morning between 9 AM and 11 AM to fix the bathroom leak.

Ankit

8. You are Sneha. Your brother, Rahul, was supposed to pick you up from school, but his friend called to say Rahul has to go to the hospital with his grandmother. Write a message for your mother about this.
(Telephone Rings)
Sneha: Hello?
Rohan (Rahul's friend): Hi Sneha, is Rahul there?
Sneha: No, he's at tuition.

Rohan: Oh, actually, his grandmother suddenly needs to go to the hospital, so he's gone with her. He won't be able to pick you up from school today. Tell your mom.
Sneha: Oh, okay. I'll tell her.

Ans :

MESSAGE

July 31, 2025
4:55 PM

Dear Mom,
Rohan called. Rahul won't be able to pick me up from school. He has gone to the hospital with Grandma.

Sneha

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9. You are Rohit. Your father asked you to remind your sister, Tanya, to take her sports kit for practice tomorrow morning. She is currently asleep. Write a message for her.

Ans :

MESSAGE

July 31, 2025
5:00 PM

Dear Tanya,
Dad asked me to remind you to take your sports kit for practice tomorrow morning.

Rohit

10. Read the following conversation between the school clerk and Reena. Reena's father is out. She writes a message for him.
(Telephone Rings)
Reena: Hello?
School Clerk: Hello, is Mr. Sharma there? This is from Spring Dale School.
Reena: No, he's at the market.
School Clerk: Could you please tell him that the last date for submitting the payment for the school trip to Shimla is August 5? It's Rs. 2000.
Reena: Yes, I will.

Ans :

MESSAGE

July 31, 2025
5:05 PM

Dear Dad,
The school clerk called. The last date for paying for the Shimla trip is August 5. The amount is Rs. 2000.

Reena

11. You are Aryan. Your mother is not at home. You receive a call from her friend, Mrs. Singh. Write a message for your mother.
(Telephone Rings)
Aryan: Hello?
Mrs. Singh: Hi Aryan, is your mom there?
Aryan: No, she's out visiting Auntie.
Mrs. Singh: Oh, okay. Could you tell her that I need to reschedule our book club meeting? Can we meet on Saturday instead of Friday, at the same time? I'll call her later to confirm.
Aryan: Sure, I'll let her know.

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Ans :

MESSAGE

July 31, 2025
5:10 PM

Dear Mom,
Mrs. Singh called. She wants to reschedule the book club meeting. She wants to meet on Saturday instead of Friday, at the same time. She'll call to confirm.

Aryan

12. Read the following conversation between Mr. Kumar (your teacher) and Rohan. Rohan's father is not home. He leaves a message for him.
(Telephone Rings)
Rohan: Hello?
Mr. Kumar: Hello, is Mr. Singh available? This is Mr. Kumar, Rohan's Science teacher.
Rohan: No, sir, he's at the office.
Mr. Kumar: Oh, okay. Please tell him that Rohan's online class link for tomorrow's

Science class has changed. The new link will be sent to his school email by 6 PM today. It's important he uses the new link.
Rohan: Yes, sir. I'll tell him.

Ans :

MESSAGE

July 31, 2025
4:20 PM

Dear Dad,
Mr. Kumar, my Science teacher, called. My online class link for tomorrow's Science class has changed. The new link will be sent to your school email by 6 PM today.

Rohan

13. You are Divya. Your uncle called to inform that he will arrive an hour earlier than planned due to less traffic. Your parents are out. Write a message for them.
(Telephone Rings)
Divya: Hello?
Uncle: Hi Divya, it's Uncle. Are your parents home?
Divya: No, Uncle, they went to the market.
Uncle: Okay, please tell them I'll be arriving an hour earlier than planned, probably by 7 PM, as there's less traffic. See you soon\!
Divya: Alright, Uncle.

Ans :

MESSAGE

July 31, 2025
4:22 PM

Dear Mom and Dad,
Uncle called. He said he will arrive an hour earlier than planned, by 7 PM, due to less traffic.

Divya

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14. You are Kabir. Your friend, Amit, called to wish your sister, Pooja, a happy birthday. Pooja is not home. Write a message for her.

Ans :

MESSAGE

July 31, 2025
4:24 PM

Dear Pooja,
Amit called to wish you a very happy birthday. He tried calling you but you were out.

Kabir

15. Read the following conversation between Mrs. Roy (your tuition teacher) and Meera. Meera's brother, Rahul, is at the park. She leaves a message for him.
(Telephone Rings)
Meera: Hello?
Mrs. Roy: Hello, is Rahul there? It's Mrs. Roy, his English tuition teacher.
Meera: No, ma'am, he's at the park playing.
Mrs. Roy: Please tell him that today's English tuition class is cancelled because I'm unwell. Classes will resume from tomorrow.
Meera: Okay, ma'am. I'll let him know.

Ans :

MESSAGE

July 31, 2025
4:26 PM

Dear Rahul,
Mrs. Roy called. Today's English tuition class is cancelled because she's unwell. Classes will resume from tomorrow.

Meera

16. You are Arjun. Your father is out. You receive a call from the bank regarding an important document. Write a message for your father.
(Telephone Rings)
Arjun: Hello?
Bank Official: Hello, is Mr. Verma available? I'm calling from SBI.
Arjun: No, he's stepped out for some work.

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Don't miss out—get the advantage today!

Bank Official: Please tell him that the KYC documents he submitted have an error, and he needs to visit the branch tomorrow between 10 AM and 1 PM with his original Aadhar card. It's urgent.
Arjun: Okay, I'll tell him.

Ans :

MESSAGE

July 31, 2025
4:28 PM

Dear Dad,
Someone from SBI called. They said there's an error in your KYC documents. You need to visit the branch tomorrow between 10 AM and 1 PM with your original Aadhar card. It's urgent.

Arjun

17. You are Siya. Your mother reminded you to tell your brother, Karan, to return his library book by tomorrow. Karan is currently busy with online classes. Write a message for him.

Ans :

MESSAGE

July 31, 2025
4:30 PM

Dear Karan,
Mom asked me to remind you to return your library book by tomorrow.

Siya

18. Read the following conversation between the school principal's secretary and Riya. Riya's mother is not available. She writes a message for her.
(Telephone Rings)
Riya: Hello?
Secretary: Hello, is Mrs. Gupta there? This is from St. Mary's School.
Riya: No, she's gone for her yoga class.
Secretary: Please inform her that due to heavy rain forecast, the school picnic scheduled for Saturday has been postponed to next month. A new date will be announced soon.
Riya: Okay, I'll let her know.

Ans :

MESSAGE

July 31, 2025
4:32 PM

Dear Mom,
The school secretary called. The school picnic on Saturday has been postponed to next month due to heavy rain forecast. New date will be announced soon.

Riya

NODIA

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19. You are Aman. Your aunt called to confirm if a certain package was delivered. Your mother is not at home. Write a message for your mother.
(Telephone Rings)
Aman: Hello?
Aunt: Hi Aman, it's Auntie. Is your mom there?
Aman: No, Auntie, she's at the grocery store.
Aunt: Oh, okay. Can you ask her if the package I sent last week, the blue one, has arrived? I just wanted to confirm.
Aman: Sure, I'll ask her.

Ans :

MESSAGE

July 31, 2025
4:34 PM

Dear Mom,
Auntie called. She wants to know if the blue package she sent last week has arrived.

Aman

20. You are Sneha. The vet's clinic called to confirm your dog, Buddy's, vaccination appointment for tomorrow at 11 AM. Your father is busy in his study. Write a message for him.

Ans :

MESSAGE

July 31, 2025
4:36 PM

Dear Dad,
The vet's clinic called to confirm Buddy's vaccination appointment. It's tomorrow at 11 AM.

Sneha



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CHAPTER 2

NOTICE WRITING

1. INTRODUCTION

A notice is a formal announcement or intimation that tells a group of people something important. Imagine your teacher wants to tell everyone in your class about a fun activity, or the school wants to let all students know about an upcoming event. They would write a notice! Notices are usually put up on a noticeboard so many people can see them easily. They need to be clear and tell you everything you need to know.

2. WHY DO WE WRITE NOTICES?

We write notices to:

1. **Tell Everyone:** To share important news or information with a lot of people at once, like about a school trip or a competition.
2. **Give Official News:** To share rules, changes, or important updates from the school or any group.
3. **Make People Aware:** To let people know about something special, like a new club starting.
4. **Give Instructions:** Sometimes, a notice will tell you what you need to do, like how to sign up for an event.
5. **Keep Records:** Notices are written down, so they become a record of what was announced.

3. DIFFERENT KINDS OF NOTICES

Notices can be for different reasons:

1. **Information Notices:** These just give you facts about things happening, like exam dates or holiday announcements.
   Example: "School will be closed for Diwali."
2. **Warning Notices:** These tell you about dangers or rules to keep you safe.
   Example: "Don't run near the swimming pool."
3. **Invitation Notices:** These ask you to come to an event, like a sports day or a concert.
   Example: "You are invited to our Annual Sports Day!"
4. **Public Notices:** These are for everyone, even outside your school, like messages from the government.
   Example: "Road closed for a parade." (You might see these on a community noticeboard)
5. **Change Notices:** These tell you when something has changed, like a new time for a class or a different place for an event.
   Example: "The school picnic will now be on Saturday instead of Friday."

NODIA

4. POINTS TO REMEMBER

When you write a notice, keep these simple rules in mind:

1. **Put it in a Box:** Always draw a neat box around your notice. This makes it look tidy and easy to spot.
2. **Date it:** Write the date when you are writing the notice. You can put it at the top.
3. **Give it a Title:** Give your notice a short, clear title that tells everyone what it's about. It's not a full sentence, just a few words. For example, "LOST LUNCHBOX" or "QUIZ COMPETITION"

4. **Who is Writing It?:** At the end, write your name and what your role is (like "Class Monitor" or "Head Boy/Girl").
5. **Be Clear and Short:** Use simple words and don't write too much. Notices are meant to be quick to read.
6. **Talk About the Future:** Since notices often tell about upcoming events, use words like "will be held" or "is planned for."
7. **Answer Key Questions:** A good notice answers these questions:
   - What is happening? (The event or news)
   - When is it happening? (Date and time)
   - Where is it happening? (Place)
   - Why is it happening? (The reason)
   - How can people join or what should they do? (Instructions)
8. **Use Formal Words:** Keep your language polite and official.
9. **Don't Use "I" or "You":** Write about the event itself, not about yourself or directly to the reader. For example, instead of "I lost my pen," say "A pen has been lost."
10. **Keep it Short:** Try to keep your notice around 50 words.

5. FORMAT OF NOTICE

Here's how to arrange your notice:

[NAME OF SCHOOL/ ORGANIZATION]
NOTICE

[Date of Writing]

[TITLE FOR THE NOTICE]

(Main message: What, When, Where, Why, How. Be clear and brief.)

[Your Name]
[Your Role/Designation]

Note : Remember to draw a box around the entire notice.

6. SOME IMPORTANT EXAMPLES

1. You are Aman/Amita, Art Club Secretary of your school. Your school is having a drawing competition. Write a notice to invite students.

Ans :

BRIGHT FUTURE SCHOOL
NOTICE

July 31, 2025

DRAWING COMPETITION

Our school is holding a Drawing Competition for students of Classes 6, 7, and 8. It will be held on August 10, 2025, from 10:00 AM to 12:00 PM in the Art Room. The topic will be given on the spot. Please give your names to your class teacher by August 5th if you want to join.

Aman Yadav
Art Club Secretary

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2. Imagine you are Principal of Sunshine Public School, New Delhi. Your school timings are changing next week. Write a notice to inform students.

Ans :

SUNSHINE PUBLIC SCHOOL
NOTICE

July 31, 2025

CHANGE IN SCHOOL TIMINGS

This is to inform all students that the school timings will change from August 5, 2025. School will now start at 8:30 AM instead of 8:00 AM, and will finish at 2:30 PM. Please make a note of this change.

Satpal Singh
Principal

3. You are Rohan/Ritu, a student of Class 7 at Green Valley School. You lost your school bag today. Draft a notice for the school noticeboard with all the necessary details.

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Ans :

GREEN VALLEY SCHOOL
NOTICE

July 31, 2025

LOST SCHOOL BAG

This is to inform everyone that my blue school bag with a cartoon print was lost somewhere in the school premises today. It contains my textbooks, notebooks, and a lunchbox. There is also a small key chain with a teddy bear attached to the zipper. If found, please be kind enough to return it to Ritu of Class 7.

Ritu Khandelwal
Class 7

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4. Imagine you are Samay, a student of Class 7 at Sunshine Public School. You found a wristwatch on the playground. Write a notice for the school noticeboard to help find its owner.

Ans :

SUNSHINE PUBLIC SCHOOL
NOTICE

July 31, 2025

FOUND WRISTWATCH

A silver wristwatch with a black leather strap was found on the school playground this morning. It has a round dial and appears to be a Fastrack brand watch. The owner can collect it from Samay in Class 7, after giving a proper description of the watch.

Samay Verma
Class 7

5. You are Lily/Leo, the Cultural Secretary of Star Public School. Your school is organizing an Inter-House Singing Competition. Write a notice inviting students to participate.

Ans :

STAR PUBLIC SCHOOL
NOTICE

July 31, 2025

INTER-HOUSE SINGING COMPETITION

Our school is excited to announce an Inter-House Singing Competition for all students from Classes 6 to 8! It will be held on August 15, 2025, from 9:00 AM to 12:00 PM in the School Auditorium. Interested students should give their names to their House Captains by August 10, 2025. Come show your talent!

Lily Arora
Cultural Secretary

6. Your school, Bright Future Academy, is planning a picnic for Classes 6 and 7. You are the Head Boy/Girl, Arjun/Ananya. Draft a notice inviting students and giving all the details.

Ans :

BRIGHT FUTURE ACADEMY
NOTICE

July 31, 2025

SCHOOL PICNIC

A fun school picnic is being organized for students of Classes 6 and 7! We will be going to Fantasy World Water Park on August 20, 2025. We will leave school at 8:00 AM and return by 5:00 PM. The cost is Rs. 500 per student, which includes travel and entry. Please submit your consent form and money to your class teacher by August 15, 2025.

Arjun Sharma
Head Boy

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7. As the Eco Club President, Pooja/Pranav, of Harmony School, you want to organize a cleanliness drive in the school garden. Write a notice inviting volunteers.

Ans :

HARMONY SCHOOL
NOTICE

July 31, 2025

CLEANLINESS DRIVE

The Eco Club is organizing a Cleanliness Drive for our school garden! We need enthusiastic volunteers to help us make our garden neat and tidy. The drive will be held on August 5, 2025, from 3:00 PM to 4:00 PM (after school hours). Please bring your gloves if you have them. Interested students can give their names to Pooja of Class 7.

Pooja Prajapat
Eco Club President

8. Your school, Creative Minds School, is holding its annual Art Exhibition. You are the Art Teacher, Ms. Rekha. Write a notice informing students about the event and inviting parents.

Ans :

CREATIVE MINDS SCHOOL
NOTICE

July 31, 2025

ART EXHIBITION

Our annual Art Exhibition will be held next week! All students' artwork will be displayed. The exhibition will be open on August 7 and 8, 2025, from 9:00 AM to 1:00 PM in the School Art Gallery. Parents are also warmly invited to come and appreciate the creative talent of our students.

Ms. Rekha
Art Teacher

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9. You are the Librarian, Mr. Suresh Sharma, at Knowledge Tree School. You want to remind students about the important rules of the school library. Draft a notice.

Ans :

KNOWLEDGE TREE SCHOOL
NOTICE

July 31, 2025

SCHOOL LIBRARY RULES REMINDER

All students are reminded of the important School Library Rules. Please remember to return books on time to avoid late fines. Keep the library quiet and tidy. Handle books with care. Losing or damaging books will result in a fine. Let's keep our library a great place to read!

Mr. Suresh Sharma
Librarian

10. Your school, Talent Hub School, is organizing a Talent Show. You are the Cultural Head, Siya/Sagar. Write a notice informing students about the auditions.

Ans :

TALENT HUB SCHOOL
NOTICE

July 31, 2025

TALENT SHOW AUDITIONS

Get ready to shine! Our school is holding auditions for the upcoming Annual Talent Show. Students can audition for singing, dancing, acting, playing instruments, or any other talent. Auditions will be held on August 12, 2025, from 2:30 PM to 4:30 PM in the Music Room. Sign up with Siya by August 9, 2025.

Siya Dube
Cultural Head

11. You are the Principal, Mrs. Neha Sharma, of Modern Kids School. You want to inform students about a special assembly to celebrate Independence Day.

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Ans :

MODERN KIDS SCHOOL NOTICE

July 31, 2025

INDEPENDENCE DAY ASSEMBLY

There will be a special assembly to celebrate Independence Day on August 14, 2025. The assembly will begin at 8:00 AM in the School Ground. All students must wear their neat and clean school uniforms. We will have flag hoisting, patriotic songs, and speeches. Let's celebrate our nation with pride!

Mrs. Neha Sharma
Principal

12. You are Divya/Dhruv, the Chess Club Captain of Wisdom Public School. Your school is organizing an Inter-School Chess Competition. Write a notice inviting students to participate and register.

Ans :

WISDOM PUBLIC SCHOOL NOTICE

July 31, 2025

INTER-SCHOOL CHESS COMPETITION

Our school is hosting an Inter-School Chess Competition! All students who love chess from Classes 6 to 8 are invited to participate. The competition will be held on August 15, 2025, from 9:30 AM to 1:00 PM in the School Library. Please register your names with Divya Dhawan, the Chess Club Captain, by August 10, 2025. Show off your strategic moves!

Divya Dhawan
Chess Club Captain

13. Imagine you are Ms. Priya, the Physical Education Teacher at Healthy Habits School. You are organizing a special event to celebrate International Yoga Day. Draft a notice to inform students and encourage participation.

Ans :

HEALTHY HABITS SCHOOL NOTICE

July 31, 2025

INTERNATIONAL YOGA DAY CELEBRATION

Our school will celebrate International Yoga Day with a special session! All students are encouraged to join and learn some basic yoga poses for health and well-being. The event will take place on August 25, 2025, from 7:30 AM to 8:30 AM in the School Auditorium. Please wear comfortable clothes and bring your own yoga mat if you have one.

Ms. Priya
Physical Education Teacher

14. You are the Secretary of the Literary Club, Aryan/Aisha, at Storyland School. Your school is hosting its Annual Book Fair. Write a notice to inform students about the fair and encourage them to visit.

Ans :

STORYLAND SCHOOL NOTICE

July 31, 2025

ANNUAL BOOK FAIR

Get ready for books! Our school is organizing its Annual Book Fair next week. You'll find a wide variety of books, from storybooks to comics and knowledge books. The fair will be held from September 5 to September 7, 2025, from 9:00 AM to 4:00 PM in the School Hall. Don't miss this chance to explore new worlds through books!

Aryan Mehra
Secretary, Literary Club

15. Your school, Bright Stars Academy, is starting practices for the Annual Day cultural program. You are the Dance Coordinator, Ms. Kavita. Write a notice to inform students about the audition schedule for dance performances.

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Ans :

BRIGHT STARS ACADEMY
NOTICE

July 31, 2025

ANNUAL DAY DANCE AUDITIONS

Calling all dancers! Auditions for the Annual Day cultural program will begin soon. If you wish to participate in dance performances, please come for auditions on August 10, 2025, from 3:00 PM to 5:00 PM in the School Dance Room. Prepare a short dance piece. Let's make this Annual Day memorable!

Ms. Kavita
Dance Coordinator

16. You are the Editor of the School Magazine, Sana/Samir, at Creative Writers School. You are inviting students to submit their articles, poems, and drawings for the upcoming school magazine. Write a notice.

Ans :

CREATIVE WRITERS SCHOOL
NOTICE

July 31, 2025

SCHOOL MAGAZINE SUBMISSIONS OPEN

It's time for our Annual School Magazine! We invite all talented students to submit their creative work. You can send in articles, poems, short stories, drawings, or jokes. Please submit your entries to Seema Giri (Editor) in Class 7 by August 20, 2025. Let your creativity shine in our magazine!

Seema Giri
Editor, School Magazine

17. As the Principal, Mr. Ankur Sharma, of Future Leaders School, you need to inform parents and students about an upcoming Parent-Teacher Meeting. Draft a notice.

Ans :

FUTURE LEADERS SCHOOL
NOTICE

July 31, 2025

PARENT-TEACHER MEETING

A Parent-Teacher Meeting has been scheduled for all classes to discuss student progress. Parents are requested to attend to discuss their child's academic performance and overall development. The meeting will be held on August 12, 2025, from 9:00 AM to 1:00 PM in respective classrooms. Your presence is important.

Mr. Ankur Sharma
Principal

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18. You are Maya/Mihir, a student of Class 7 at Blossom Public School. You lost your tiffin box during lunch break. Write a notice for the school noticeboard.

Ans :

BLOSSOM PUBLIC SCHOOL
NOTICE

July 31, 2025

LOST TIFFIN BOX

I, Mihir Saxena from Class 7, have lost my tiffin box today during the lunch break. It is a green plastic tiffin box with two compartments and a picture of a car on the lid. I believe I might have left it in the activity room. If found, please kindly hand it over to me or submit it at the school office.

Mihir Saxena
Class 7

19. Your school, Caring Hands School, is organizing a First Aid Workshop for students. You are the Health Club Secretary, Riya/ Rohan. Write a notice inviting students to attend.

Ans :

CARING HANDS SCHOOL
NOTICE

July 31, 2025

FIRST AID WORKSHOP

The Health Club is organizing a First Aid Workshop for students of Classes 6, 7, and 8. You will learn important skills for minor injuries and emergencies. The workshop will be held on September 1, 2025, from 10:00 AM to 12:00 PM in the School Auditorium. Interested students should register their names with Rohan Bhargav by August 28, 2025. Learning first aid is very helpful!

Rohan Bhargav
Health Club Secretary

20. As the Principal, Mrs. Kiran Devi, of Bright Minds School, you need to announce the school holidays for Diwali. Write a notice for students and parents.

Ans :

BRIGHT MINDS SCHOOL
NOTICE

July 31, 2025

DIWALI HOLIDAYS

This is to inform all students and parents that the school will remain closed for Diwali holidays from October 25, 2025, to October 30, 2025, both days inclusive. The school will reopen on October 31, 2025. We wish everyone a very happy and safe Diwali celebration!

Mrs. Kiran Devi
Principal

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CHAPTER 3

DIALOGUE WRITING

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1. INTRODUCTION

A dialogue is a spoken exchange between two or more people. In written form, it's a way to show what characters are saying to each other. Dialogue writing is the art of crafting conversations between two or more characters. It's a fundamental part of storytelling, whether in books, plays, movies, or even everyday conversations. In this chapter, the focus is on creating simple, clear, and engaging dialogues that advance a mini-story or scenario.

2. WHY IS DIALOGUE IMPORTANT?

The key points highlighting the importance of dialogue are listed below:

1. **Reveals Character:** How a character speaks (their word choice, tone, slang) tells us a lot about who they are – their personality, education, age, and even their mood.
2. **Advances the Plot:** Dialogue can move the story forward by revealing information, setting up conflicts, or making decisions.
3. **Shows Relationships:** The way characters interact through dialogue can illustrate their relationship – are they friends, family, strangers, rivals?
4. **Adds Realism:** Good dialogue makes the story feel more believable and relatable.
5. **Breaks Up Text:** In writing, dialogue adds variety and makes the text more engaging to read.

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3. KEY ELEMENTS OF EFFECTIVE DIALOGUE

The key elements of effective dialogue are listed below:

1. **Clear Speakers:** Always make it clear who is speaking. This is usually done with "dialogue tags" (e.g., said, asked, replied).
2. **Purposeful Conversation:** Every line of dialogue should have a reason for being there. It should contribute to the story, reveal character, or move the plot. Avoid unnecessary small talk unless it serves a specific purpose.
3. **Natural Language:** Dialogue should sound like real people talking.
   - **Contractions:** Use contractions (e.g., "don't," "it's," "I'm") to make dialogue sound more natural.
   - **Informal Language:** Depending on the characters and situation, use language that fits.
   - **Short Sentences:** Often, people speak in shorter, more direct sentences.
4. **Show, Don't Tell:** Instead of saying "He was angry," let the dialogue show his anger.
   - **Bad:** "I am very angry," he said.
   - **Good:** "How could you do that?" he fumed, his voice trembling.
5. **Varying Dialogue Tags:** While "said" is perfectly fine and often the best choice, you can use other tags sparingly to convey tone or action (e.g., asked, whispered, shouted, replied, grumbled, exclaimed).

6. **Punctuation:**
   - **Quotation Marks:** The exact words spoken by a character are enclosed in double quotation marks (“ “).
   - **Comma before Tag:** If the dialogue tag comes after the dialogue, a comma is placed inside the closing quotation mark. For example: “I am going to the park,” she said.
   - **Period if Tag is at Beginning:** If the dialogue tag comes before the dialogue, a comma usually follows the tag, and the dialogue starts with a capital letter. For example: He asked, “Are you ready?”
   - **Question Marks/Exclamation Marks:** These go inside the quotation marks if they are part of the spoken words. For example:
     “Where are you going?” he asked.
     “That’s amazing!” she exclaimed.
   - **New Paragraph for New Speaker:** Start a new paragraph every time a different character speaks. This makes the dialogue easy to follow.

4. STEPS TO WRITE A DIALOGUE

The steps to write a good dialogue are given below:

1. **Choose a Scenario/Topic:** Decide what the characters will be talking about.
2. **Identify Characters:** Who are the people involved in the conversation? Give them simple names.
3. **Determine the Goal:** What do you want the dialogue to achieve? (e.g., planning a trip, solving a problem, discussing an event).
4. **Brainstorm Ideas:** Think about what each character would say.
5. **Write the Dialogue:** Put the conversation on paper, remembering the punctuation and formatting rules.
6. **Read Aloud:** Read your dialogue aloud to check if it sounds natural and flows well.
7. **Revise and Refine:** Make changes to improve clarity, naturalness, and impact.

5. SOME IMPORTANT EXAMPLES

1. Two friends are discussing their plans for the upcoming summer holidays. What exciting activities do they hope to do, and where might they travel? Write a dialogue capturing their conversation.

Ans :

Anjali : “Mohan, where do you want to go this summer holiday?”
Mohan : “I want to visit a hill station, Anjali. Do you like mountains?”
Anjali : “Yes, I love them! What activities can we do there?”
Mohan : “We can go trekking and enjoy nature. Will you bring your camera?”
Anjali : “Of course! What food should we pack for the journey?”
Mohan : “Let’s take sandwiches and juice boxes. Should I book the train tickets soon?”
Anjali : “Yes, please do! When can we leave for the trip?”
Mohan : “We can leave on the 10th of May. It’s a perfect date.”
Anjali : “That sounds wonderful! I’m so excited for it.”
Mohan : “Me too! It will be a fun adventure.”

2. A student is struggling with a difficult homework problem and asks a classmate for help. What specific parts of the problem are confusing, and how does the classmate offer assistance? Write a dialogue.

Ans :

Sonia : “Varun, can you help me with this science homework?”
Varun : “Sure, Sonia! What part are you finding difficult?”
Sonia : “I don’t understand how plants make food. What is photosynthesis?”
Varun : “It’s how plants use sunlight to make food. Do you remember seeing diagrams?”
Sonia : “A little. What does the chlorophyll do inside the plant?”
Varun : “Chlorophyll captures sunlight. Will you draw a diagram to understand better?”
Sonia : “Yes, I will try! What parts should I label in the diagram?”

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Varun : "Label the roots, stem, leaves, and sunlight. That will help."
Sonia : "Okay, I get it now. Thank you so much for your help!"
Varun : "You're welcome! Keep practicing."

3. Two neighbors are talking about the recent heavy rain. What impact did it have on their surroundings, and were there any problems caused by it? Write a dialogue about their discussion.

Ans :
Mrs. Devi : "Mr. Kumar, wasn't that rain yesterday very heavy?"
Mr. Kumar : "Yes, it was, Mrs. Devi! Did it cause any flooding near your house?"
Mrs. Devi : "Luckily, no. Did your garden get too much water?"
Mr. Kumar : "A little, but it's fine now. Are your potted plants okay?"
Mrs. Devi : "Yes, they are! What about the roads? Were they waterlogged?"
Mr. Kumar : "Some were, near the market. Was your power supply affected?"
Mrs. Devi : "No, our power stayed on. It was quite a storm."
Mr. Kumar : "Indeed! Let's hope for clearer weather now."
Mrs. Devi : "Yes, that would be lovely."
Mr. Kumar : "Have a good day then."

4. A child is asking their parent about a new toy they want to buy. What features does the toy have, and why does the child want it so much? Write a dialogue.

Ans :
Leo : "Mom, can I get the new remote-control car?"
Mom : "The remote-control car? What does it do, Leo?"
Leo : "It can race really fast and jump! Does it cost too much?"
Mom : "Let me check the price for you. Why do you want this particular toy?"
Leo : "All my friends have it, and it looks cool! Can I show you a video of it?"
Mom : "Yes, you can. Is it available in the toy store at the mall?"
Leo : "I think so! It's very popular right now."
Mom : "Okay, we can visit the store tomorrow. We will see it there."
Leo : "Yay! Thank you, Mom! That's awesome."
Mom : "You're welcome, dear."

5. Two friends are planning a small picnic in the park. What food will they bring, and what activities will they do there? Write a dialogue about their preparations.

Ans :
Tanya : "Samir, should we have a picnic in the park this Sunday?"
Samir : "That's a great idea, Tanya! What food should we pack?"
Tanya : "I can bring sandwiches and some juice boxes. What will you bring?"
Samir : "I'll make some delicious fruit salad and cookies. What games can we play?"
Tanya : "We can play frisbee or badminton. Do you have a frisbee?"
Samir : "Yes, I do! What time should we meet at the park entrance?"
Tanya : "Let's meet at 10 AM. Is that too early for you?"
Samir : "No, 10 AM is perfect. I will bring a big mat too."
Tanya : "Excellent! I'm really looking forward to it."
Samir : "Me too! It will be a fun day."

6. A student is asking their teacher about a school club they are interested in joining. What kind of activities does the club offer, and what are the requirements to join? Write a dialogue.

Ans :
Student : "Excuse me, Ms. Rao. Can I ask about the school's Debating Club?"
Teacher : "Yes, Raj, you may. What would you like to know?"
Student : "What kind of activities does the Debating Club do?"
Teacher : "We practice public speaking and hold debates. Are you interested in speaking?"
Student : "Yes, I am! What are the requirements to join the club?"
Teacher : "You just need to be eager to learn. Can you attend meetings on Thursdays?"

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Student : "Yes, I can! Is there a form I need to fill out?"
Teacher : "Yes, collect it from my desk after class. Please submit it by Friday."
Student : "Okay, Ma'am. Thank you very much!"
Teacher : "You're welcome, Raj. Good luck!"

7. Two siblings are discussing a movie they both watched recently. What did they like or dislike about the movie, and what was their favorite scene? Write a dialogue.

Ans :

Kiran : "Deepak, did you enjoy that new animated movie?"
Deepak : "Yes, I did, Kiran! What was your favourite part?"
Kiran : "I loved the songs and colourful scenes. What did you think of the story?"
Deepak : "It was a bit simple, but fun. Did you like the main character?"
Kiran : "Yes, he was very funny! What about the special effects? Were they good?"
Deepak : "They were amazing! Will there be a sequel to this movie?"
Kiran : "I hope so! It left a cliffhanger. Did you notice that?"
Deepak : "Yes, I did! I can't wait for the next part."
Kiran : "Me neither! It was a good movie overall."
Deepak : "Definitely! We should watch it again sometime."

8. Two friends are talking about an upcoming school festival. What performances will be there, and what stalls can they expect to see? Write a dialogue.

Ans :

Ananya : "Vivek, are you excited for the school festival next month?"
Vivek : "Very excited, Ananya! What performances will be on stage this year?"
Ananya : "I heard there will be dance and music shows. Will our class perform too?"
Vivek : "I hope so! What kind of food stalls will be there this time?"
Ananya : "There will be pizza, ice cream, and chaat. What game stalls do you think they'll have?"
Vivek : "Maybe ring toss or a shooting game. Can we win prizes at the stalls?"
Ananya : "Yes, I think so! We should try to win a big teddy bear."
Vivek : "That's a great idea! I hope the weather is good that day."
Ananya : "Me too! It's going to be so much fun."
Vivek : "Absolutely! I can't wait."

9. A child is asking their grandparent about a story from their childhood. What was the story about, and what was the main lesson learned from it? Write a dialogue.

Ans :

Aryan : "Grandpa, can you tell me a story from when you were a little boy?"
Grandpa : "Of course, Aryan! What kind of story do you want to hear today?"
Aryan : "Something adventurous! Did you ever climb a very tall tree?"
Grandpa : "Yes, I did once! I climbed a mango tree. Do you want to hear about that?"
Aryan : "Yes, please! What happened when you climbed it? Was it scary?"
Grandpa : "It was a bit scary, but also fun. What lesson did I learn from it?"
Aryan : "What lesson, Grandpa? Did you fall down?"
Grandpa : "No! I learned to be brave but careful. It was a good day."
Aryan : "That's a nice story! Thank you, Grandpa."
Grandpa : "You're welcome, my boy."

10. Two students are discussing an upcoming test in English. What topics will be covered, and how are they preparing for it? Write a dialogue.

Ans :

Mona : "Rajat, are you ready for the English test next week?"
Rajat : "Not completely, Mona. What topics will it cover this time?"
Mona : "It's about grammar, like verbs and nouns, and also reading comprehension. Have you studied well?"
Rajat : "Yes, I have started! What about verb tenses? Will they be on the test too?"

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Mona : "Yes, they will. How are you preparing for the reading comprehension part?"
Rajat : "I'm reading more short stories. Are you practicing writing short paragraphs?"
Mona : "Yes, I am. I try to write one every day."
Rajat : "That's a good idea! We should revise together tomorrow."
Mona : "Definitely! Let's meet at 5 PM."
Rajat : "Perfect. See you then!"

11. Two classmates are discussing their plans for the upcoming school annual day function. What performances are they excited about, and are they participating in any events? Write a dialogue about their conversation.

Ans :
Suman : "Harsh, are you excited about our school's annual day?"
Harsh : "Very excited, Suman! What performance are you most looking forward to seeing?"
Suman : "I can't wait for the dance performances. Are you participating in anything?"
Harsh : "Yes, I'm in the choir! Are you going to sing this year too?"
Suman : "No, I'm helping with decorations. What song are you singing?"
Harsh : "We're singing a Hindi patriotic song. It sounds beautiful."
Suman : "That's wonderful! I will definitely come to watch you."
Harsh : "Please do! It will be a fun show for everyone."
Suman : "I am sure it will be. I'm really looking forward to it."
Harsh : "Me too! It's going to be a great day."

12. A child is asking their parent about a traditional festival that is celebrated in their family. What is the festival about, and how do they celebrate it at home? Write a dialogue.

Ans :
Kavya : "Papa, can you tell me about Holi? What does it mean?"
Papa : "Holi is the festival of colors, Kavya. It celebrates spring and new beginnings."
Kavya : "Oh, really? Why do we put colors on each other? Is there a story?"
Papa : "Yes, it shows joy and friendship. We also remember the story of Prahlad."
Kavya : "Prahlad? What did he do? Did he play with colors too?"
Papa : "No, he was saved from evil. What special foods do we make for Holi?"
Kavya : "We make gujiyas! Can I help you make them this year?"
Papa : "Yes, you can! We'll start tomorrow afternoon."
Kavya : "Yay! I love making gujiyas."
Papa : "It's going to be a fun celebration."

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13. Two friends are discussing a new book they are both reading. What do they think of the characters, and what might happen next in the story? Write a dialogue.

Ans :
Lata : "Rahul, are you still reading 'The Adventures of Tom Sawyer'?"
Rahul : "Yes, I am, Lata! What do you think of Tom's character?"
Lata : "He's very mischievous! Do you think he will find the treasure soon?"
Rahul : "I hope so! What do you think of Huckleberry Finn?"
Lata : "He's a loyal friend. What do you think will happen when they find the treasure?"
Rahul : "I think they will share it. Will they buy a big house?"
Lata : "Maybe! I hope no one steals it from them."
Rahul : "Me too! It's a very exciting story."
Lata : "Indeed! I can't wait to finish it."
Rahul : "Me neither! Let's talk more after we both finish."

14. A student is asking their teacher for advice on how to improve their public speaking skills. What tips does the teacher offer, and what should the student practice? Write a dialogue.

Ans :
Student : "Ma'am, how can I improve my public speaking?"
Teacher : "Practice regularly, Rohan. Do you feel nervous when you speak?"

Student : "Yes, a little, Ma'am. What should I do about that?"
Teacher : "Take deep breaths and speak slowly. Do you make eye contact with your audience?"
Student : "Sometimes. What topics should I practice speaking on?"
Teacher : "Choose topics you know well. Will you practice in front of a mirror?"
Student : "Yes, I will try that! Should I record myself speaking?"
Teacher : "That's a great idea! It helps you hear your voice."
Student : "Okay, Ma'am. Thank you for the tips!"
Teacher : "You're welcome, Rohan. Keep practicing."

15. Two classmates are planning a science project together. What topic will they choose, and how will they divide the work? Write a dialogue.

Ans :
Rohan : "Sneha, what topic should we choose for our science project this time?"
Sneha : "How about 'Water Purification', Rohan? Are you interested in that?"
Rohan : "Yes, that's a good one! What materials will we need for the model?"
Sneha : "We'll need bottles, sand, and pebbles. What part will you work on?"
Rohan : "I can build the filter layers. What will your task be?"
Sneha : "I'll collect the dirty water and test the clean water. When can we meet?"
Rohan : "Let's meet tomorrow after school. Is 4 PM good for you?"
Sneha : "Yes, 4 PM is perfect! I will bring the empty bottles."
Rohan : "Great! We can start working then."
Sneha : "Sounds good! See you tomorrow."

16. A child is asking their grandparent about a traditional craft or art form from their culture. What is it, and how is it made? Write a dialogue.

Ans :
Meera : "Grandma, can you tell me about Warli painting?"
Grandma : "Of course, Meera! What do you know about it already?"
Meera : "It uses simple shapes, right? What stories do the paintings tell?"
Grandma : "They show village life and nature. Do you want to see some examples?"
Meera : "Yes, please! What materials do artists use to make Warli art?"
Grandma : "They use white paint on a mud wall. Can you draw circles and triangles?"
Meera : "Yes, I can! Is it difficult to learn?"
Grandma : "It takes practice, but it's fun. We can try it together."
Meera : "Really? That would be amazing!"
Grandma : "Yes, we can start next weekend."

17. Two friends are discussing their plans for a school break. What do they plan to do during the holidays, and will they meet up? Write a dialogue.

Ans :
Priya : "Samir, what are your plans for the upcoming school break?"
Samir : "I'm visiting my grandparents, Priya. What about you?"
Priya : "I'll be at home. Will you be gone for the whole break?"
Samir : "Almost! Can we meet up before I leave for my trip?"
Priya : "Yes, we definitely can! When are you free this week?"
Samir : "How about Tuesday afternoon? Is that good for you?"
Priya : "Yes, Tuesday is perfect! We can go to the park."
Samir : "Great idea! I'll call you then."
Priya : "Okay! Have a good time with your grandparents."
Samir : "Thanks, you too! Bye for now."

18. A customer is asking a shopkeeper about the price and features of a new laptop. What questions does the customer have, and how does the shopkeeper answer? Write a dialogue.

Ans :
Customer : "Excuse me, Sir. What is the price of this new laptop?"
Shopkeeper : "That model is 45,000 rupees. What features are you looking for?"

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Customer : "Does it have enough storage space? And is the battery life long?"
Shopkeeper : "Yes, it has 512 GB storage and 8 hours of battery. Do you need it for studies?"
Customer : "Yes, mainly for my school work. Can it run fast?"
Shopkeeper : "It's very fast for school tasks. What color laptop do you prefer?"
Customer : "I like the silver one. Does it come with a warranty?"
Shopkeeper : "Yes, it has a one-year warranty. You can buy it today."
Customer : "Okay, I think I will take this one."
Shopkeeper : "Excellent choice, Madam. I will prepare the bill."

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19. Two students are talking about their favourite subject in school and why they find it interesting. What aspects of the subject appeal to them? Write a dialogue.

Ans :
Akash : "Mira, which subject do you find most interesting in school?"
Mira : "I really enjoy Social Studies, Akash. What about you?"
Akash : "I like Science best. Why do you like Social Studies so much?"
Mira : "Learning about different cultures is fascinating! Do you find experiments fun?"
Akash : "Yes, I do! What part of Social Studies do you enjoy most?"
Mira : "I like learning about history. Do you know about the ancient civilizations?"
Akash : "A little bit! They sound very interesting."
Mira : "They are! You should read more about them."
Akash : "Maybe I will! Science is very practical, though."
Mira : "Both are important subjects."

20. A person is asking for directions to a specific place from a stranger in a new city. What landmarks should they look for, and how far is the destination? Write a dialogue.

Ans :
Traveler : "Excuse me, Sir. Can you tell me how to reach the city museum?"
Stranger : "Yes, Madam. Do you see that big clock tower nearby?"
Traveler : "Yes, I do. What should I do after I reach there?"
Stranger : "Turn right after the clock tower. Will you see a park on your left?"
Traveler : "Yes, I will look for it. Is the museum far from the park?"
Stranger : "It's just across the road from the park, on your right. Are you walking or taking a taxi?"
Traveler : "I am walking. Thank you so much for your help!"
Stranger : "You're welcome. It's a pleasant walk from here."
Traveler : "Great! I appreciate your directions."
Stranger : "No problem at all. Have a good day."

21. Two classmates are discussing their plans for the upcoming school annual day function. What performances are they excited about, and are they participating in any events? Write a dialogue about their conversation.

Ans :
Suman : "Harsh, are you excited about our school's annual day?"
Harsh : "Very excited, Suman! What performance are you most looking forward to seeing?"
Suman : "I can't wait for the dance performances. Are you participating in anything?"
Harsh : "Yes, I'm in the choir! Are you going to sing this year too?"
Suman : "No, I'm helping with decorations. What song are you singing?"
Harsh : "We're singing a Hindi patriotic song. It sounds beautiful."
Suman : "That's wonderful! I will definitely come to watch you."

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Harsh : "Please do! It will be a fun show for everyone."
Suman : "I am sure it will be. I'm really looking forward to it."
Harsh : "Me too! It's going to be a great day."

22. A child is asking their parent about a traditional festival that is celebrated in their family. What is the festival about, and how do they celebrate it at home? Write a dialogue.

Ans :
Kavya : "Papa, can you tell me about Holi? What does it mean?"
Papa : "Holi is the festival of colors, Kavya. It celebrates spring and new beginnings."
Kavya : "Oh, really? Why do we put colors on each other? Is there a story?"
Papa : "Yes, it shows joy and friendship. We also remember the story of Prahlad."
Kavya : "Prahlad? What did he do? Did he play with colors too?"
Papa : "No, he was saved from evil. What special foods do we make for Holi?"
Kavya : "We make gujiyas! Can I help you make them this year?"
Papa : "Yes, you can! We'll start tomorrow afternoon."
Kavya : "Yay! I love making gujiyas."
Papa : "It's going to be a fun celebration."

23. Two friends are discussing a new book they are both reading. What do they think of the characters, and what might happen next in the story? Write a dialogue.

Ans :
Lata : "Rahul, are you still reading 'The Adventures of Tom Sawyer'?"
Rahul : "Yes, I am, Lata! What do you think of Tom's character?"
Lata : "He's very mischievous! Do you think he will find the treasure soon?"
Rahul : "I hope so! What do you think of Huckleberry Finn?"
Lata : "He's a loyal friend. What do you think will happen when they find the treasure?"
Rahul : "I think they will share it. Will they buy a big house?"
Lata : "Maybe! I hope no one steals it from them."
Rahul : "Me too! It's a very exciting story."
Lata : "Indeed! I can't wait to finish it."
Rahul : "Me neither! Let's talk more after we both finish."

24. A student is asking their teacher for advice on how to improve their public speaking skills. What tips does the teacher offer, and what should the student practice? Write a dialogue.

Ans :
Student : "Ma'am, how can I improve my public speaking?"
Teacher : "Practice regularly, Rohan. Do you feel nervous when you speak?"
Student : "Yes, a little, Ma'am. What should I do about that?"
Teacher : "Take deep breaths and speak slowly. Do you make eye contact with your audience?"
Student : "Sometimes. What topics should I practice speaking on?"
Teacher : "Choose topics you know well. Will you practice in front of a mirror?"
Student : "Yes, I will try that! Should I record myself speaking?"
Teacher : "That's a great idea! It helps you hear your voice."
Student : "Okay, Ma'am. Thank you for the tips!"
Teacher : "You're welcome, Rohan. Keep practicing."

25. Two classmates are planning a science project together. What topic will they choose, and how will they divide the work? Write a dialogue.

Ans :
Rohan : "Sneha, what topic should we choose for our science project this time?"
Sneha : "How about 'Water Purification', Rohan? Are you interested in that?"
Rohan : "Yes, that's a good one! What materials will we need for the model?"
Sneha : "We'll need bottles, sand, and pebbles. What part will you work on?"

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Rohan : "I can build the filter layers. What will your task be?"
Sneha : "I'll collect the dirty water and test the clean water. When can we meet?"
Rohan : "Let's meet tomorrow after school. Is 4 PM good for you?"
Sneha : "Yes, 4 PM is perfect! I will bring the empty bottles."
Rohan : "Great! We can start working then."
Sneha : "Sounds good! See you tomorrow."

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CHAPTER 4

DIARY ENTRY

1. INTRODUCTION

A diary entry is a personal record of events, thoughts, and feelings. It's like having a secret friend you can tell anything to without judgment. People keep diaries for many reasons: to remember important moments, to express their emotions, to reflect on their day, or even to practice their writing skills.

2. KEY CHARACTERISTICS OF A DIARY ENTRY

To make sure your diary entries are effective and truly capture your experiences, remember these key characteristics:

1. **Personal and Informal:** Diary entries are meant for your eyes only (unless you choose to share them). Therefore, the language is usually informal, conversational, and reflects your true voice. You don't need to worry about strict grammar rules or formal vocabulary as much as you would in a school essay.
2. **Date and Day:** Every diary entry should begin with the date and day of the entry. This helps you keep a chronological record of your thoughts and experiences.
3. **Salutation:** Often, a diary entry starts with a salutation, commonly "Dear Diary," but you can also use "My Dearest Diary," or simply begin without one if you prefer.
4. **First-Person Narrative:** Diary entries are always written from the first-person perspective, using "I," "me," "my," "we," "us," and "our." This is because you are writing about your experiences.
5. **Content:** The content of a diary entry can vary widely. It can include:
   - **Events of the day:** What happened? Who did you meet? Where did you go?
   - **Thoughts and feelings:** How did you feel about what happened? What are you thinking about?
   - **Reflections:** What did you learn today? What are you grateful for? What are you worried about?
   - **Future plans:** What are you looking forward to? What do you hope to do?
   - **Descriptions:** You can describe people, places, or things in detail.
6. **Chronological Order:** While the entire diary is chronological by date, within a single entry, you might narrate events in the order they occurred during your day.
7. **Sign-off (Optional):** Some people like to end their diary entry with a small sign-off, like "Good night," "Yours," or simply their name.

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3. WHY IS WRITING A DIARY ENTRY IMPORTANT?

Writing a diary entry is more than just jotting down notes; it offers several valuable benefits. Here's why writing a diary entry is important:

1. **Self-Expression:** It provides a safe space to express your true feelings and thoughts.
2. **Memory Keeping:** It helps you remember important events, conversations, and feelings from the past.

3. **Reflection:** It encourages you to think about your day and learn from your experiences.
4. **Improved Writing Skills:** Regular diary writing can improve your ability to articulate thoughts and feelings clearly and creatively.
5. **Stress Relief:** Writing about your worries or frustrations can be a great way to relieve stress.

4. TIPS FOR WRITING A GOOD DIARY ENTRY

To ensure your diary entries are not only personally meaningful but also well-crafted, consider these tips for writing a good diary entry:

1. **Be Honest:** Write what you truly feel and think.
2. **Be Specific:** Instead of saying "I had a good day," describe why it was good.
3. **Use Descriptive Language:** Use adjectives and adverbs to make your writing more vivid and engaging.
4. **Vary Sentence Structure:** Don't use the same type of sentence repeatedly.
5. **Don't Worry About Perfection:** It's your personal space, so focus on expressing yourself rather than perfect grammar or spelling (though it's good to try your best!).
6. **Write Regularly:** Try to make it a habit, even if it's just a few lines each day.

5. SOME IMPORTANT EXAMPLES

1. Imagine you had a wonderful day at school where you achieved something special. Write a diary entry describing your feelings and the events of the day.

Ans :

Tuesday, July 15, 2025
Dear Diary,
Today was absolutely amazing! In English class, Mrs. Sharma announced that my essay on "My Favorite Festival" won the first prize! I couldn't believe it. My heart was pounding, and a huge smile just spread across my face. Everyone clapped, and I felt so proud. It really made all those hours of brainstorming and writing worth it.

After school, my friends congratulated me, and we celebrated with ice cream. It's moments like these that make school so enjoyable. I still can't stop smiling. I'm going to keep this feeling with me for a long time.
Aryan

2. You visited a new place for the first time, like a park, museum, or relative's house. Write a diary entry describing your experience and what you found most interesting.

Ans :

Sunday, July 20, 2025
Dear Diary,
Today was an adventure! We visited the Jaipur Wax Museum for the first time, and it was incredible. I've always wanted to see it. The wax statues were so lifelike; it felt like the famous personalities were actually standing right there! I took so many photos with Mahatma Gandhi and Sachin Tendulkar.

The best part was seeing the detailed work that goes into each statue. It was fascinating to learn about the history of wax figures too. My favorite exhibit was the section on historical figures. I loved imagining them alive. I'm so glad we went; it was a truly unique experience.
Priya

3. You had a disagreement with a friend or family member. Write a diary entry about what happened, how you felt, and if you resolved it.

Ans :

Wednesday, July 23, 2025
Dear Diary,
Today was a bit tough. I had a silly argument with my best friend, Samira, during lunch. We disagreed about which movie to watch this weekend, and it turned into a bigger fight than it should have been. I felt really upset and a little hurt because she walked away angry.

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Later in the evening, I called her, and we talked it out. We both apologized and realized we were being stubborn. We decided to watch both movies, one after the other! I felt so relieved after we spoke. It's important to remember that disagreements happen, but friendship is more important.
Feeling better,
Rohan

4. Describe a recent sporting event or competition you participated in or watched. Write a diary entry sharing your observations and emotions.

Ans :
Friday, July 25, 2025
Dear Diary,
What a day at the school sports meet! Our house, Emerald House, competed in the relay race, and it was so thrilling. I was running the last leg, and as soon as I got the baton, I just ran as fast as I could. The crowd was cheering loudly, and I could feel my heart pounding.

We didn't win first place, but we came in second, which is still fantastic! I felt a mix of disappointment and pride. Everyone in our team put in so much effort, and we supported each other. It was a great team effort, and I learned a lot about sportsmanship today.
Excited and tired,
Kabir

5. Write a diary entry about something new you learned today, either in school or outside, and how it made you feel.

Ans :
Monday, July 28, 2025
Dear Diary,
Today in Science class, we learned about the water cycle, and it was so interesting! Our teacher showed us a diagram of how water evaporates, forms clouds, and then comes back down as rain. I've always seen rain, but I never fully understood the entire process.

It made me realize how amazing and interconnected nature is. I even went home and explained it to my younger brother, which made me feel like a proper scientist! It's incredible how much there is to learn about our world, and I'm looking forward to our next science lesson.
Ananya

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6. You received an unexpected gift or surprise today. Write a diary entry describing what it was, how you felt, and who gave it to you.

Ans :
Wednesday, August 1, 2025
Dear Diary,
You won't believe what happened today! When I came home from school, there was a parcel waiting for me on my desk. It was from my Uncle Ravi, who lives in Mumbai! Inside was the latest book in the "Panchatantra Adventures" series that I've been wanting forever.

I was so surprised and happy! Uncle Ravi always remembers what I love. I immediately started reading it, and it's even better than I imagined. It was such a thoughtful and unexpected gift that completely brightened my day. I'll write him a thank-you letter tomorrow.
Feeling delighted,
Neha

7. Describe a recent family celebration or gathering you attended. Write a diary entry about the event, mentioning who was there and what made it special.

Ans :
Saturday, July 27, 2025
Dear Diary,
Today was my cousin Reema's birthday party, and it was so much fun! All our aunts, uncles, and cousins were there at her house. The whole place was decorated with balloons and streamers. We played musical chairs and danced to some great Bollywood songs.

The best part was when everyone sang "Happy Birthday" and Reema cut the huge chocolate cake. We all got a big slice, and it

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was delicious! It's always wonderful to spend time with all my family members. I love how noisy and joyful our gatherings are. I went to bed with a full heart and tummy.
Happy and tired,
Dev

8. You helped someone today, either a friend, family member, or even a stranger. Write a diary entry describing what you did and how it made you feel.

Ans :
Thursday, July 31, 2025
Dear Diary,
Something nice happened today. On my way home from school, I saw an elderly lady struggling to carry a heavy bag of groceries. She looked like she was having trouble walking with it. I quickly went up to her and asked if I could help.

She smiled and thanked me, so I carried her bag all the way to her doorstep, which was just a few houses down my street. She was so grateful and blessed me. It felt really good to help someone, especially when they truly needed it. It made me realize how a small act of kindness can make a big difference.
Meena

9. Describe a challenge or difficulty you faced recently, either at school or home. Write a diary entry about how you dealt with it and what you learned.

Ans :
Tuesday, July 29, 2025
Dear Diary,
Today, I had a tough time with my science experiment. We had to build a simple circuit, and mine just wasn't working. I kept checking all the wires and batteries, but the bulb wouldn't light up. I felt frustrated and almost gave up.

Then, my dad came home and saw me struggling. He patiently helped me check each connection again. We found one loose wire! Once we fixed it, the bulb glowed brightly. I learned that it's okay to ask for help when you're stuck and that perseverance pays off. I felt so relieved and proud when it finally worked.
Arjun

10. You had a dream or a goal you're working towards (e.g., learning a new skill, improving in a subject). Write a diary entry about your progress and feelings.

Ans :
Monday, July 28, 2025
Dear Diary,
I'm making good progress with learning to play the keyboard! I practiced for almost an hour today. My goal is to learn "Twinkle, Twinkle Little Star" perfectly by next week. My music teacher, Mrs. Sharma, said I'm doing well with my finger exercises.

Sometimes my fingers get a bit stiff, and it's hard to hit the right notes quickly, but I keep trying. When I finally get a phrase right, it feels so satisfying. I'm really enjoying the challenge and the beautiful sounds I can make. I hope to play my favorite songs soon!
Siya

11. You experienced a sudden change in weather, like a heavy rainstorm or an unexpected sunny day. Write a diary entry describing the weather and how it affected your plans or mood.

Ans :
Thursday, July 24, 2025
Dear Diary,
Today was supposed to be a sunny day for playing cricket, but the weather had other plans! In the afternoon, the sky suddenly turned dark, and then a massive thunderstorm hit. The rain poured down so heavily, and there was lightning and thunder too. It was quite a spectacle from my window!

My cricket match was obviously canceled, which was a bit disappointing. But instead, I spent the afternoon reading my favorite adventure book, curled up on the sofa with a cup of hot chocolate. The sound of the rain outside made it extra cozy. It turned out to be a nice change of pace after all.
Enjoying the rain,
Aisha

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12. You visited a historical place or monument. Write a diary entry sharing your impressions, what you learned, and what stood out to you.

Ans :

Sunday, July 27, 2025
Dear Diary,
Today, we visited Hawa Mahal in Jaipur, and it was absolutely magnificent! I've seen pictures, but standing in front of it was completely different. The pink sandstone and hundreds of tiny windows were so intricate and beautiful. Our guide explained that it was built for the royal ladies to watch street festivals without being seen.

It was amazing to imagine how life must have been centuries ago. I loved looking out from the small windows, just like the queens once did. The architecture is truly unique and makes me proud of our city's history. It felt like stepping back in time.
Rohan

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13. You tried a new food or dish for the first time. Write a diary entry describing its taste, your initial reaction, and whether you liked it.

Ans :

Tuesday, July 29, 2025
Dear Diary,
Mom made something new for dinner tonight – lasagna! I've never had it before, and honestly, it looked a bit strange with all those layers. But when I took the first bite, I was so surprised! It was delicious! The cheese was gooey, the pasta was soft, and the sauce had a really nice tangy flavor.

I wasn't sure I'd like it, but I ended up having two servings! It's so different from the Indian food we usually eat, but in a good way. I'm glad I tried something new, and now I have a new favorite dish. I hope Mom makes it again soon!
Priya

14. You helped with a household chore or took on a new responsibility at home. Write a diary entry about what you did, how it went, and how you felt about it.

Ans :

Saturday, August 2, 2025
Dear Diary,
Today, I took on a new chore: organizing my younger brother's toy cabinet. It was a complete mess, with toys everywhere! At first, it seemed like a huge task, and I didn't even know where to start. But I decided to tackle it section by section.

I sorted his LEGO bricks into one box, his cars into another, and all the stuffed animals into a big basket. It took me almost two hours, but by the end, everything was neatly put away. My brother was so happy, and Mom praised me a lot. I felt really proud of helping out and making things tidy.
Arjun

15. You had an interesting conversation with someone, like a grandparent, teacher, or an older sibling. Write a diary entry about what you discussed and what you learned from it.

Ans :

Monday, July 28, 2025
Dear Diary,
Today, I had a really interesting chat with my Dadi (grandmother) about her childhood. I asked her what school was like when she was my age. She told me stories about walking miles to school and learning without computers or fancy textbooks. It sounded so different!

She also talked about the games they played, like gilli-danda and kabaddi, and how they spent hours outdoors. It made me realize how much things have changed, but also how some things, like friendship and learning, remain the same. Her stories were fascinating, and I learned a lot about a different time.
Siya

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16. You celebrated a festival recently. Write a diary entry describing how you celebrated it, who you celebrated with, and what you enjoyed most.

Ans :

Wednesday, July 16, 2025
Dear Diary,
Yesterday was such a joyful day! We celebrated Eid al-Adha with our whole family. Our house was filled with laughter and the delicious smell of biryani and sheer khurma. My cousins, aunts, and uncles all came over, and we spent the morning exchanging gifts and warm greetings.

I loved wearing my new traditional outfit, and my favorite part was definitely all the yummy food and the endless chatter. We played some board games in the afternoon, and then watched a movie together. It was a day full of warmth and happiness, truly special to be with everyone.
Fatima

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17. You witnessed an act of kindness today. Write a diary entry describing what you saw and how it made you feel.

Ans :

Thursday, July 17, 2025
Dear Diary,
Something really nice happened today on my way back from school. I saw an elderly woman drop her bag of vegetables near the market. They scattered all over the ground. Before I could even react, a young boy, probably a bit older than me, immediately rushed over to help her.

He carefully picked up every single vegetable and put them back in her bag. The woman was so grateful, and she blessed him. It made me feel so warm inside to see such a simple act of kindness. It reminded me that even small gestures can make a big difference in someone's day.
Aryan

18. You visited a local market or fair. Write a diary entry describing what you saw, what you bought (if anything), and what your favorite part was.

Ans :

Saturday, July 19, 2025
Dear Diary,
Today, Mom took me to the weekly crafts fair near our house. It was bustling with people and vibrant colors! There were stalls selling handmade jewelry, pottery, paintings, and even some delicious snacks. The air smelled of incense and freshly made jalebis.

I bought a small, intricately painted clay bird for my desk. My favorite part was watching a potter shape clay on his wheel; it looked so easy when he did it, but I know it's not! It was wonderful to see so many creative things and meet the artists. I love how lively our local market can be.
Happy and amazed,
Siya

19. You learned a new word or concept today that you found interesting. Write a diary entry explaining what it was and why it fascinated you.

Ans :

Monday, July 21, 2025
Dear Diary,
Today in Social Studies, we learned about the concept of "biodiversity," and it really fascinated me! Our teacher explained that it means the variety of all living things on Earth – plants, animals, and microorganisms. She showed us pictures of different ecosystems, from dense forests to coral reefs.

It made me think about how many different kinds of creatures and plants exist, and how important it is to protect them all. I never really thought about the sheer number of species before. It's amazing how complex and beautiful our planet's life forms are. I want to learn more about protecting endangered animals now.
Kabir

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20. Describe an experience where you had to wait for something patiently. Write a diary entry about what you were waiting for, how you felt, and the outcome.

Ans :

Tuesday, July 22, 2025

Dear Diary,

Today, I had to wait for what felt like forever to get my turn on the new swing set at the park. There were so many children, and the line was really long! I was so excited to try the super-high swing, but the wait made me feel a bit impatient and restless.

I tried to count the clouds and play "I Spy" with my mom to pass the time. Finally, my turn came, and it was totally worth the wait! I swung so high, it felt like I was flying. It reminded me that good things often come to those who wait, even if it's just a swing.

Ananya



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CHAPTER 5

PARAGRAPH WRITING

1. INTRODUCTION

Writing is a powerful way to express our thoughts and ideas. The most fundamental skill in writing is knowing how to construct a paragraph. A paragraph is the basic building block of all writing. It is a collection of sentences that work together to explain a single, main idea. Every paragraph you write should be a complete and self-contained unit of thought. By learning to write a good paragraph, you are learning the most important skill for all other forms of writing, from essays to letters. In this chapter, we will explore the art of writing effective paragraphs.

2. PARTS OF A PARAGRAPH

Every well-written paragraph has three main parts that make it strong and clear.

1. **Topic Sentence:** This is usually the first sentence of the paragraph. It's the most important sentence because it introduces the main idea or the topic. It's like the captain of a team, telling everyone what the paragraph is going to be about.
2. **Supporting Sentences:** These are the sentences that follow the topic sentence. They provide details, examples, facts, and explanations to support the main idea. They are the teammates who help the captain by giving more information.
3. **Concluding Sentence:** This is the last sentence of the paragraph. It summarizes the main point or provides a final thought, bringing the paragraph to a smooth close. It's the final whistle, letting the reader know that this particular topic is complete.

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3. KEY RULES FOR GOOD PARAGRAPHS

To write a great paragraph, always remember these two golden rules:

1. **Unity:** A paragraph must have unity, which means that all the sentences must stick to the one main idea from the topic sentence. If your paragraph is about your summer vacation, every sentence should be about that topic.
2. **Coherence:** This means that your sentences should flow smoothly and logically from one to the next. Use transition words like first, next, also, or finally to connect your ideas and make your writing easy to follow.

4. TYPES OF PARAGRAPH WRITING BASED ON INPUT

You can write paragraphs based on different kinds of information you receive. Here are the common types:

Paragraph Writing Based on a Given Topic/Hints/Outlines

This is the most common type of paragraph writing. You are given a topic/hints/outlines, and you need to write a paragraph about it.

How to do it:

1. **Understand the Topic:** Read the topic carefully and make sure you understand what you need to write about.
2. **Brainstorm Ideas:** Think of all the ideas, facts, and examples related to the topic. If some hints or outlines are given in question then you can consider them.

3. **Formulate a Topic Sentence:** Write a clear topic sentence that introduces your main idea about the topic.
4. **Develop Supporting Sentences:** Use your brainstormed ideas (hints/outlines if given in question) to write sentences that explain and support your topic sentence.
5. **Write a Concluding Sentence:** End your paragraph by summarizing your main point or giving a final thought.

Paragraph Writing from Visual Input (Looking at Pictures)

In this type, you will be given a picture or an image, and you need to write a paragraph describing it or what is happening in it.

How to do it:

1. **Observe Closely:** Look at the image very carefully. Notice all the details: colors, people, objects, actions, and the setting.
2. **Identify the Main Subject:** What is the most important thing or action in the picture?
3. **Formulate a Topic Sentence:** Start your paragraph by introducing what the image shows. For example, "The picture displays a busy election booth on voting day."
4. **Describe with Details:** Use descriptive words to explain what you see in the image. Paint a clear picture for the reader using your words.
5. **Conclude:** End your paragraph by summarizing your overall impression or the main event shown in the visual.

Remember, whether you are writing about a topic or something you saw, the basic structure of a paragraph (Topic Sentence, Supporting Sentences, Concluding Sentence) and the rules of unity and coherence will always help you write clearly and effectively.

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5. SOME IMPORTANT EXAMPLES

1. Write a paragraph on the topic 'A Visit to a Beautiful Place' in about 100 words.

Ans :

A Visit to a Beautiful Place

Last summer, my family and I visited the stunning hill station of Manali. The journey itself was exciting, with winding roads and breathtaking views of the Himalayas. We stayed in a cozy cottage surrounded by tall pine trees, and the fresh mountain air was a welcome change from the city pollution. We spent our days exploring local markets, rafting in the Beas River, and hiking to nearby waterfalls. The beauty of the landscape, with its lush greenery and serene atmosphere, was truly unforgettable. It was a trip that helped me feel closer to nature and created memories I will cherish forever.

2. Write a paragraph on the on the topic 'An Indian Fair' in about 100 words.

Ans :

An Indian Fair

An Indian fair is a vibrant and exciting event that captures the true spirit of our country. As soon as you enter, the air is filled with the sounds of laughter, music, and the calls of vendors. The fairgrounds are decorated with colorful flags and lights, and there are countless stalls selling everything from toys and handicrafts to delicious street food like jalebis and chaat. Children rush to the rides, like the giant Ferris wheel and merry-go-round, while adults enjoy watching folk dancers and magicians perform. The atmosphere is full of energy and happiness, bringing people from all walks of life together. It's a wonderful place to experience a slice of our culture and have a lot of fun.

3. Write a paragraph on the topic 'My Favorite Festival' in about 100 words.

Ans :

My Favorite Festival

My favorite festival is Diwali, the festival of lights. It's a time of great joy and celebration that brings everyone together. Our home is

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decorated with beautiful diyas and colorful rangoli patterns. My family and I wear new clothes, light candles, and share sweets with our neighbors and friends. In the evening, we perform a puja to worship Goddess Lakshmi. The best part is watching the sky light up with fireworks and sparklers. The whole atmosphere is filled with happiness and the spirit of togetherness.

4. Write a paragraph on the topic 'My Best Friend' in about 100 words.

Ans :

My Best Friend

My best friend's name is Rohan, and he is a very important person in my life. We have been friends since the first grade and share many hobbies, especially playing cricket and video games. Rohan is always there for me, whether I need help with my homework or just someone to talk to. He is kind, honest, and has a great sense of humor that always makes me laugh. We trust each other completely and have shared many secrets. I am very lucky to have such a supportive and caring friend who makes every day better.

5. Write a paragraph on the topic 'The Importance of Reading Books' in about 100 words.

Ans :

The Importance of Reading Books

Reading books is a wonderful habit that offers many benefits. Books are a great source of knowledge and entertainment, opening up new worlds and teaching us about different cultures and places. Reading improves our vocabulary and grammar, which helps us to write and speak better. It also enhances our imagination and creativity by allowing us to visualize stories in our minds. By reading, we learn to understand new ideas and perspectives, which makes us more empathetic and thoughtful people. Reading is a magical journey that makes us smarter and more aware.

6. Write a paragraph on the topic 'My School Library' in about 100 words.

Ans :

My School Library

My school library is a quiet and peaceful place where I love to spend time. It is a large room filled with tall shelves, all neatly organized with books on every subject imaginable. There are comfortable chairs and tables for us to sit and read, and a helpful librarian is always there to guide us. The library has books for all ages, from storybooks and comics to encyclopedias and novels. It is a treasure trove of knowledge and a perfect escape for anyone who loves to read and learn new things.

7. Write a paragraph on the topic 'A Rainy Day' in about 100 words.

Ans :

A Rainy Day

A rainy day always fills me with a sense of joy and comfort. The sky turns a beautiful gray, and the pitter-patter of raindrops against the window creates a soothing sound. I love to watch the trees and plants look fresh and green after the downpour. The streets become wet and reflective, and the air smells clean and earthy. On such days, I enjoy sipping a cup of hot chocolate while reading a book. It's a perfect time to relax indoors and enjoy the beautiful change in weather.

8. Write a paragraph on the topic 'How to Stay Safe on the Internet' in about 100 words.

Ans :

How to Stay Safe on the Internet

The internet is a wonderful tool for learning and entertainment, but it's important to stay safe while using it. First, you should never share your personal information like your full name, address, or phone number with strangers online. Always use strong passwords and avoid opening emails or links from people you don't know. If you ever come across something that makes you feel uncomfortable, you must tell a trusted adult immediately. By being cautious and responsible, you can enjoy all the benefits of the internet without any worries.

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9. Write a paragraph on the topic 'My Favorite Teacher' in about 100 words.

Ans :

My Favorite Teacher

My favorite teacher is Mrs. Sharma, our English teacher. She is not only very knowledgeable but also kind and patient with all her students. Her way of teaching is very engaging; she uses stories and examples to make the lessons interesting. She encourages us to ask questions and always explains things clearly. Mrs. Sharma believes in every student's potential and motivates us to do our best. Her support and guidance have made me love English, and I feel very lucky to have her as my teacher.

10. Write a paragraph on the topic 'A Trip to the Zoo' in about 100 words.

Ans :

A Trip to the Zoo

Last weekend, my class went on a trip to the zoo, and it was a fantastic experience. As soon as we entered, we saw monkeys playfully swinging from trees and tigers lazily napping in their enclosures. The zoo was filled with animals from all over the world. We watched the giraffes peacefully eating leaves and observed a family of elephants bathing in a large pool. The highlight of the trip was seeing the majestic lions roaring. It was not just fun but also educational, as we learned about different animals and their habitats.

11. Write a paragraph on the topic 'The Dangers of Plastic Pollution' in about 100 words.

Ans :

The Dangers of Plastic Pollution

Plastic pollution is a serious threat to our environment. Since plastic takes hundreds of years to decompose, it pollutes our land and oceans, harming plants and animals. Animals often mistake plastic bags for food, which can make them very sick or even kill them. This pollution also blocks drains, causing floods during heavy rains. We can help by reducing our use of single-use plastics like straws and bags. We should also recycle plastic waste properly to protect our planet for future generations.

12. Write a paragraph on the topic 'The Importance of Helping Others' in about 100 words.

Ans :

The Importance of Helping Others

Helping others is a wonderful quality that makes the world a better place. When we help someone, we not only make a positive difference in their life but also feel a sense of happiness and satisfaction ourselves. It can be as simple as helping a classmate with their homework or assisting an elderly person to cross the road. Acts of kindness strengthen our relationships and build a strong community. By helping others, we show that we care, and this encourages more people to do the same.

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13. Write a paragraph on the topic 'My School's Annual Day' in about 100 words.

Ans :

My School's Annual Day

My school's annual day celebration was a huge success. The school auditorium was beautifully decorated with flowers and lights. All the students had prepared for weeks, and we were excited to showcase our talents. The program began with a welcome song, followed by a variety of performances, including group dances, plays, and musical acts. My friends and I performed a play about saving the environment, and the audience loved it. The event ended with the principal's speech and a prize distribution ceremony. It was a memorable day filled with fun and a great display of talent.

14. Write a paragraph on the topic 'A Visit to the Doctor' with the help of the following outline:

- Went with parents
- Waited in a room
- The check-up
- Advised to eat healthy food and take rest

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Ans :

A Visit to the Doctor

I recently had to visit the doctor because I was feeling unwell. My parents took me to the clinic, and we waited in a quiet room with a few other patients. After a short wait, the nurse called my name. The doctor was very kind and asked me a few questions about my health. He checked my temperature, listened to my heart, and carefully examined my throat. After the check-up, he advised me to eat healthy food, drink plenty of water, and take proper rest. He gave me some medicines and told me I would feel better soon.

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15. Write a paragraph on the topic 'The Importance of Protecting Animals' with the help of the following hints:

- Animals are part of our ecosystem
- Provides us with products
- Maintain balance in nature
- Cruelty to animals is wrong

Ans :

The Importance of Protecting Animals

Protecting animals is crucial for the health of our planet. Animals are a vital part of our ecosystem, and each one plays a role in maintaining the balance of nature. Many animals provide us with useful products like milk, eggs, and wool. Beyond their usefulness, they have a right to live freely and safely. Showing cruelty to animals is wrong and unethical. We must work to protect their natural habitats, prevent poaching, and treat all living creatures with kindness and respect. Our world would be a duller place without them.

16. Write a paragraph on the topic 'The Importance of Trees' with the help of the following hints:

- Provide oxygen
- Keep the air clean
- Home for animals
- Prevent soil erosion

Ans :

The Importance of Trees

Trees are vital for the survival of life on Earth. They are often called the lungs of our planet because they provide us with the oxygen we breathe and help to keep our air clean by absorbing harmful gases. Forests and trees also serve as a natural home and shelter for countless birds, insects, and animals. Additionally, the roots of trees hold the soil firmly in place, which prevents soil from being washed away by rain or wind. Protecting trees is our responsibility, and we should plant more of them to ensure a healthy and clean environment for everyone.

17. Write a paragraph on the topic 'The Importance of Regular Exercise' with the help of the following hints:

- Keeps our body fit
- Makes our mind sharp
- Boosts energy levels
- Helps in fighting diseases

Ans :

The Importance of Regular Exercise

Regular exercise is essential for a healthy and happy life. It helps to keep our body fit and strong by strengthening our muscles and bones. Physical activity also improves blood circulation, which makes our mind sharp and helps us to focus better in school. When we exercise, our energy levels get a boost, making us feel more active throughout the day. Most importantly, regular exercise helps our body fight off diseases and stay healthy. Making time for physical activities like playing sports or jogging is a wise choice for a better future.

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18. Write a paragraph on the topic 'The Importance of Hobbies' with the help of the following outline:
Hobbies are.....relax mind and body.....
learn new skills.....meet new people.....
helps in time management

Ans :

The Importance of Hobbies

Hobbies are activities we enjoy doing in our free time. They are very important because

they help us relax our mind and body after a busy day at school. Engaging in a hobby, like playing a musical instrument or painting, allows us to learn new skills and express our creativity. Furthermore, joining a club or a class for our hobby helps us meet new people who share similar interests. Hobbies also teach us how to manage our time better by balancing our studies with our passions. They make our lives more interesting and well-rounded.

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19. Write a paragraph on the topic 'My Favorite Hobby' with the help of the following outline: Name of the hobby.....how and when you do it.....why you enjoy it.....benefits of the hobby

Ans :

My Favorite Hobby

My favorite hobby is reading storybooks. I usually read for an hour every evening before I go to bed. I love reading because it transports me to different worlds and introduces me to new characters and ideas. Reading helps me improve my vocabulary and grammar, and it also sparks my imagination. Whenever I feel tired from a long school day, reading a book helps me relax and forget my worries. It's not just a hobby; it's a wonderful journey that I look forward to every day.

20. Imagine you are waiting at a busy railway station. Write a paragraph describing the scene and the people you see.

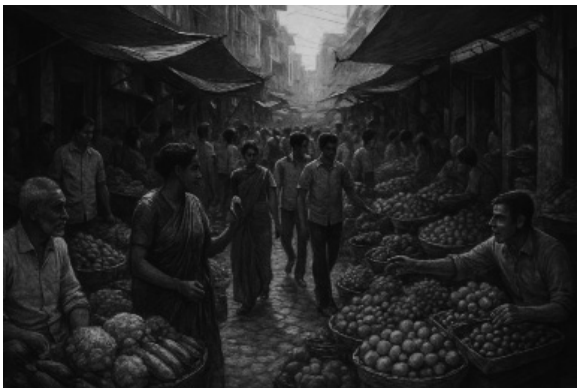


Ans :

A Busy Railway Station

A railway station is a place of constant movement and noise. The platform was crowded with people waiting for their trains. Some families sat on their luggage, while others walked around with hurried steps. The air was filled with the sound of announcements, the whistle of a train, and the chatter of travelers. Vendors were shouting to sell their tea and snacks. On one side, porters in uniforms were carrying heavy bags. The scene was a mix of chaos and excitement, as everyone was on their way to a different destination.

21. Write a paragraph describing the scene in a busy market.



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Ans :

A Lively Indian Market

The image shows a vibrant and bustling Indian market. The narrow street is crowded with people walking and shopping, while vendors sit behind their stalls, which are piled high with fresh vegetables and colorful fruits. The air seems to be filled with sounds and smells—the chatter of customers, the calls of vendors, and the scent of spices and fresh produce. Shoppers are seen examining items and bargaining for prices. The market is a lively place, full of energy and activity, capturing the everyday life of the people.

22. Look at the image of a study table. Write a paragraph describing the items on the table and how they help you in your studies.



Ans :

My Study Table

My study table is my personal workspace where I do my homework and study. On the table, my books and notebooks are neatly stacked on one side. There is a pen stand filled with pens, pencils, and erasers, so I can easily find what I need. A small table lamp is there to provide light for late-night studies. I also have a small calendar to keep track of important dates and assignments. All these items are arranged to help me focus and stay organized, making my study time efficient and enjoyable.

23. Observe the image and write a paragraph describing the scene.



Ans :

Planting for a Greener Planet

The picture shows a group of enthusiastic children engaged in a tree-planting activity. They are all wearing gardening gloves and are busy digging small pits and carefully placing saplings into the ground. A teacher is also present, guiding the students and showing them the correct way to plant. The children look happy and focused, understanding the importance of their task. The scene captures a wonderful moment of teamwork and a strong message about the need to protect our environment and grow more trees for a greener planet.

24. Elections are very common in our country. Think of an election booth of your village/ town/city. Write a paragraph as it appeared on the election day.



Ans :

The Scene at a Polling Booth

The picture shows a typical election booth on a busy voting day. People of different ages stand patiently in a queue, waiting for their turn to cast their vote. Inside the room, several election officers are seated at desks, carefully checking voter IDs and managing the process. The atmosphere appears orderly and serious, reflecting the importance of the democratic process. On one of the desks, an Electronic Voting Machine (EVM) can be seen, which voters use to cast their ballots. The scene captures the essence of a civic duty being performed by citizens with great responsibility.

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25. Observe the image and write a paragraph describing what is happening.



Ans :

Fun at the Playground

The picture shows a lively playground bustling with children enjoying their time. In the center, several children are taking turns going down a bright red slide, their faces filled with excitement. Other kids are swinging high on the swings, their feet kicking toward the sky. A group of friends is gathered near a jungle gym, climbing and playing a game. The ground is covered with sand, and the overall atmosphere is cheerful and energetic. The scene perfectly captures the simple joy and fun of being at a playground on a nice day.

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CHAPTER 6

ARTICLE WRITING

1. INTRODUCTION

An article is a piece of writing that is published in a newspaper, magazine, or on a website. Its main purpose is to provide information, share opinions, or persuade the reader about a specific topic. Articles are a great way to express your thoughts and ideas clearly and effectively. An article may or may not contain more than one paragraph. You may say it is something between a paragraph and an essay.

2. FORMAT OF AN ARTICLE

The format of an article is very important. It helps organize your thoughts and makes the article easy to read. An article typically has three main parts:

1. **Heading/Title:** This should be a catchy and interesting title that tells the reader what the article is about. A good title grabs the reader's attention and makes them want to read more.
2. **Byline:** This is the name of the person who wrote the article. It's usually written just below the title. For example, "By [Your Name]".
3. **Body:** This is the main part of the article. It is divided into paragraphs.
    - **Introduction:** The first paragraph introduces the topic and gives a brief idea of what the article will discuss. It should capture the reader's interest.
    - **Main Content:** The middle paragraphs contain the detailed information, facts, examples, and arguments. Each paragraph should focus on one main idea.
    - **Conclusion:** The last paragraph summarizes the main points and gives a final thought, opinion, or suggestion. It should leave a lasting impression on the reader.

3. KEY POINTS TO REMEMBER

Writing a good article takes practice. Here are some key points to keep in mind:

1. **Choose a good topic:** Pick a topic that you are interested in and know something about. This will make writing easier and more enjoyable.
2. **Write a catchy title:** A strong title is like a hook. It pulls the reader in.
3. **Use simple language:** Write in a clear and simple style that is easy for your target audience (in this case, your classmates) to understand. Avoid using very complex words.
4. **Be creative:** Use interesting examples, stories, or facts to make your article engaging.
5. **Organize your ideas:** Before you start writing, think about the points you want to make and in what order you will present them. This is often called an outline.
6. **Check for mistakes:** After writing, always read your article to check for spelling and grammar errors. A well-written article is free of mistakes.

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4. SOME IMPORTANT EXAMPLES

1. Write an article for your school magazine on the topic, "The Importance of Sports in a Student's Life" (word limit: 100-120 words).

Ans :

The Importance of Sports in a Student's Life

By Ajay Bhargav

Sports are an essential part of every student's life. They help us stay fit and healthy, both physically and mentally. Playing sports like football, cricket, or basketball keeps our bodies strong and active. It's a great way to escape from the stress of studies and have some fun with friends.

Beyond physical fitness, sports teach us valuable life lessons. We learn about teamwork, leadership, and how to deal with winning and losing gracefully. Participating in sports builds confidence and helps us develop a competitive spirit. It also teaches us discipline and the importance of following rules.

In conclusion, sports play a crucial role in a student's overall development. They not only keep us healthy but also shape our character and personality.

2. Imagine you are asked to write an article for a local newspaper on "Cleanliness in our Neighbourhood." Write the article in about 100-120 words.

Ans :

Cleanliness in our Neighbourhood

By Lata Bhandari

A clean neighbourhood is a happy and healthy neighbourhood. It's everyone's responsibility to keep our surroundings neat and tidy. We should avoid littering and always use dustbins to throw away garbage. Segregating waste into different bins for wet and dry waste is also a simple step we can take.

Planting more trees and maintaining small gardens can make our neighbourhood look beautiful and fresh. We can also organize community clean-up drives to involve everyone.

A clean environment prevents the spread of diseases and makes our living space more pleasant. Let's all take pride in our locality and work together to keep it clean.

3. Write an article for a children's magazine on the topic "My Favourite Animal." The article should be around 100-120 words.

Ans :

My Favourite Animal

By Nitin Srivastav

My favourite animal is a dog, especially a playful puppy. Puppies are the most lovable and loyal creatures. Their wagging tails and cheerful barks can bring a smile to anyone's face.

I love watching puppies play. They are full of energy, chasing balls and running around the park. Having a pet puppy at home feels like having a best friend who is always there for you. They are very protective of their owners and make great companions.

Dogs are truly man's best friend. They teach us the meaning of unconditional love and loyalty. It's a wonderful feeling to come home to a dog's happy greeting every day.

4. Write an article for your school bulletin board on "The Importance of Reading Books." (word limit: 100-120 words).

Ans :

The Importance of Reading Books

By Nisha Somani

Reading books is one of the best habits a student can develop. Books are like windows to different worlds, taking us on amazing adventures without leaving our homes.

Reading improves our vocabulary and grammar, making us better writers and speakers. It also boosts our imagination and creativity by painting vivid pictures in our minds. By reading about different subjects, we gain a lot of knowledge and learn new things every day.

Regular reading also helps in improving our concentration. So, let's make reading a part of our daily routine and discover the wonderful world of books.

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5. Write an article for a website for kids on the topic "Healthy Eating Habits." (word limit: 100-120 words).

Ans :

Healthy Eating Habits

By Aditya Swami

Eating healthy food is very important for a strong and active body. A balanced diet, which includes fruits, vegetables, grains, and proteins, gives our bodies the energy they need to play, study, and grow.

We should try to eat colourful fruits and vegetables every day. They are packed with vitamins and minerals that keep us from getting sick. It's also important to drink plenty of water to stay hydrated.

We should try to eat less junk food like chips and sugary drinks. While they might taste good, they are not good for our health. Remember, what we eat directly affects how we feel and perform. So, let's make smart food choices to stay fit and happy!

6. Write an article for your school blog on "The Importance of Saving Money" (word limit: 100-120 words).

Ans :

The Importance of Saving Money

By Meena Kedia

Saving money is a smart habit that everyone should learn. It means putting aside a small amount of money from your pocket money instead of spending it all at once. Even saving a few rupees every week can add up to a significant amount over time.

Having a piggy bank is a great way to start. It helps you keep track of your savings and encourages you to save regularly. When you save money, you can buy something you truly want later, like a new book or a toy, instead of asking your parents for it. Saving money also teaches you to be responsible and helps you prepare for the future. It's a small habit with a big reward.

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7. Imagine you have to write an article for a school blog on "How to Protect Our Environment." Write the article in about 100-120 words.

Ans :

How to Protect Our Environment

By Geeta Kulkarni

Our environment is our home, and it's our duty to protect it. We can all become green champions by making a few simple changes in our daily lives. First, we should follow the 3 Rs: Reduce, Reuse, and Recycle. We can reduce waste by using reusable bags and water bottles. We can reuse old items creatively and recycle materials like paper and plastic. Second, we should save electricity and water. Remember to switch off lights and fans when you leave a room, and close taps tightly. Planting more trees is another great way to help our environment. Let's all pledge to do our part to keep our planet green and healthy for future generations.

8. Write an article for a children's magazine on the topic "The Power of Kindness" (word limit: 100-120 words).

Ans :

The Power of Kindness

By Naresh Goyal

Kindness is a magical quality that makes the world a better place. It means being friendly, generous, and considerate towards others. A simple act of kindness, like sharing a snack with a friend or helping a younger child with their homework, can make a big difference.

When we are kind, we not only make others feel happy but also feel good about ourselves. Kindness doesn't cost anything, but its rewards are huge. It helps us make new friends and build strong relationships.

Remember, a simple smile, a thank you, or a helping hand can spread happiness and create a chain reaction of goodness. Let's try to be kind to everyone we meet.

9. Write an article for your school bulletin board on "The Importance of Teamwork" (word limit: 100-120 words).

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Ans :

The Importance of Teamwork

By Prateek Maheshwari

Teamwork is about working together with others to achieve a common goal. It is a very important skill that we learn in school, whether it's while playing a sport or working on a group project.

When we work as a team, we combine our different strengths and ideas. This makes the work easier and more fun. Instead of one person doing all the work, everyone contributes their part, and we can accomplish things that might be impossible to do alone.

Teamwork also teaches us to listen to others, respect their opinions, and solve problems together. Remember, a team is stronger than any single individual.

10. Write an article for a website for kids on "My Hobbies and How They Help Me." (word limit: 100-120 words).

Ans :

My Hobbies and How They Help Me

By Vikas Yadav

A hobby is something we love to do in our free time. My favourite hobby is painting. When I am painting, I feel very relaxed and happy. It allows me to express my creativity and imagination by playing with colours and shapes.

Another hobby of mine is gardening. I love planting flowers and vegetables and watching them grow. It's a very peaceful activity and teaches me a lot about nature. Hobbies are important because they give us a break from our studies and help us discover our talents.

Having a hobby not only makes us happy but also helps us learn new skills and be more confident. So, what is your hobby?

11. Write an article on the topic "Our Wonderful Planet Earth" in about 100-120 words.

Ans :

Our Wonderful Planet Earth

By Manisha Godrej

Our planet Earth is a beautiful and incredible place. It is home to millions of different kinds of plants and animals, and it provides everything we need to live, from the air we breathe to the water we drink. The Earth has vast oceans, towering mountains, green forests, and hot deserts, each with its own unique ecosystem.

However, our planet is also facing many challenges like pollution and global warming. It is our duty to protect it. We can help by planting trees, saving water, and reducing waste. Every small action we take can make a big difference in keeping our Earth healthy and beautiful. Let's all be responsible inhabitants of this wonderful home.

12. Imagine you are asked to write an article for a local newspaper on "The Benefits of Waking Up Early" (word limit: 100-120 words).

Ans :

The Benefits of Waking Up Early

By Mahesh Puri

Waking up early can be a powerful habit that brings many benefits. It gives you a great start to the day, offering a peaceful time to plan your schedule and prepare for school. The early morning hours are quiet and calm, which makes them perfect for studying or finishing homework without any distractions.

Waking up early also gives you time for exercise or a healthy breakfast. This keeps your body and mind fresh, helping you stay focused and energetic throughout the day. It also reduces stress and improves your overall well-being. So, let's try to become early birds and make the most of our mornings!

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13. Write an article on the topic "The Importance of Healthy Breakfast" in about 100-120 words.

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Ans :

The Importance of Healthy Breakfast

By Dheeraj Avasthi

Breakfast is the most important meal of the day. After a long night's sleep, our body needs food to refuel and get the energy it needs to function. A healthy breakfast gives us the power to concentrate in our classes and stay active during sports. Skipping breakfast can

make us feel tired and less focused. A good breakfast should include things like milk, fruits, eggs, and whole grains. These foods provide the necessary vitamins and proteins for a strong body and mind. Making time for a healthy breakfast is a simple step towards a healthier and more successful day.

14. Write an article for a children's magazine on "My Favourite Hobby" (word limit: 100-120 words).

Ans :

My Favourite Hobby

By Abhinav Sinha

My favorite hobby is sketching. I find great joy in taking a pencil and a blank paper and bringing my ideas to life. I love sketching nature scenes, animals, and even cartoons. It allows me to express my creativity and see the world in a more detailed way. Sketching is very relaxing and helps me concentrate. When I get lost in my art, I forget about all the stress of my studies. It's a wonderful way to use my imagination and improve my focus. I have also learned a lot about light, shadow, and perspective. It's a fun and rewarding hobby that I truly enjoy.

15. Write an article for a school bulletin board on "The Importance of Saving Water" (word limit: 100-120 words).

Ans :

The Importance of Saving Water

By Hemant Gupta

Water is a precious resource, and it is our responsibility to save it. We often use more water than we need without thinking. But remember, every drop counts.

We can save water by making small changes in our daily routines. Take shorter showers, and always turn off the tap while brushing your teeth. Check for any leaky taps at home and get them fixed immediately. We can also reuse water, like using water from washing vegetables to water our plants.

Saving water is an important step towards protecting our planet. Let's all be mindful of our water usage and do our part to conserve this vital resource.

16. Write an article for your school magazine on "The Importance of Friendship" (word limit: 100-120 words).

Ans :

The Importance of Friendship

By Mohit Poddar

Friends are a valuable gift in our lives. They are the people who stand by us through thick and thin, sharing our joys and comforting us in our sorrows. A good friend is someone you can trust completely, someone who understands you without words.

Having friends makes life more enjoyable. We share our secrets, play games, and create wonderful memories with them. Friends teach us important lessons about loyalty, sharing, and forgiveness. They give us strength and confidence. Friendship is a special bond that enriches our lives and makes us feel loved and supported. Let's cherish our friends and the beautiful relationship we share with them.

17. Imagine you are asked to write an article for a local newspaper on "How to Celebrate a Safe and Eco-Friendly Diwali" (word limit: 100-120 words).

Ans :

How to Celebrate a Safe and Eco-Friendly Diwali

By Ritu Mathur

Diwali, the festival of lights, brings immense joy and happiness. However, we must celebrate it responsibly to protect our environment. Instead of bursting loud crackers that cause air and noise pollution, we can light eco-friendly diyas and candles. This will make our homes look beautiful without harming the environment.

We can also celebrate by spending more time with our families and friends, sharing delicious homemade sweets, and exchanging gifts. Decorating our homes with natural flowers and reusable items is another great way to have an eco-friendly celebration. Let's make a promise to celebrate a safe and green Diwali this year, spreading love and light, not pollution.

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18. Write an article for a children's magazine on "The Role of Technology in Our Lives" (word limit: 100-120 words).

Ans :

The Role of Technology in Our Lives

By Bhuvnesh Chandani

Technology has become a huge part of our daily lives. From smartphones to computers, it has made many tasks easier and faster. We can now learn new things, connect with friends and family who live far away, and play games, all with the help of technology.

However, it's important to use technology wisely. We should not spend too much time on screens and remember to balance our screen time with outdoor activities and reading books. Technology is a tool, and we must learn to use it responsibly. By doing so, we can take advantage of its benefits without letting it control our lives.

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19. Write an article for a school bulletin board on "The Importance of Punctuality" (word limit: 100-120 words).

Ans :

The Importance of Punctuality

By Himanshu Bhogle

Punctuality means being on time. It is a very important quality that shows respect for others and for ourselves. When you are punctual, you show that you value your time and the time of others. Being on time for school helps you not miss the beginning of a lesson and keeps you from falling behind.

Being punctual also helps you stay organized and disciplined. It reduces stress and allows you to do things calmly and effectively. A punctual person is seen as reliable and responsible. By being on time for all our activities, we can form a good habit that will help us succeed in the future.

20. Write an article for a website for kids on "My Favourite Season" (word limit: 100-120 words).

Ans :

My Favourite Season

By Shivani Sharma

My favourite season is winter. I love the cool, crisp air and the cosy feeling of wearing warm sweaters and scarves. Winter brings with it the joy of sipping hot chocolate and eating delicious food. The mornings are often foggy, which creates a magical atmosphere. I love to play outside with my friends, making bonfires and enjoying the beautiful sunshine. In winter, we also get to celebrate many festivals like Christmas and New Year. The best part is the long winter break, where I get to spend quality time with my family. Winter is a season of warmth, happiness, and fun.

21. Write an article for your school magazine on "The Importance of Good Manners" (word limit: 100-120 words).

Ans :

The Importance of Good Manners

By Krishna Punia

Good manners are essential for everyone. Simple words like "please," "thank you," and "sorry" can make a big difference in how we interact with others. Good manners show that we are respectful and considerate. When we are polite, people are more likely to be kind and helpful to us in return. It creates a positive and friendly environment at school and at home. Saying "excuse me" when passing someone or waiting for your turn to speak are also examples of good manners. Having good manners helps us make friends and builds our character. Remember, being polite is a sign of good upbringing and makes you a better person.

22. Imagine you are asked to write an article for a local newspaper on "The Importance of Taking Care of Stray Animals" (word limit: 100-120 words).

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Ans :

The Importance of Taking Care of Stray Animals

By Rajendra Ajmera

Stray animals are a common sight in our neighbourhoods, and they need our care and kindness. These animals often struggle to find food and shelter. We can help them by simply leaving a bowl of water outside our homes, especially in the hot summer months.

We can also feed them with leftover food. If we see a stray animal that looks injured or sick, we should inform an animal welfare organization or an adult who can help. We must never be cruel to them or chase them away. Showing kindness to these animals not only helps them but also teaches us empathy and compassion.

23. Write an article for a school blog on "How to Stay Healthy and Fit" (word limit: 100-120 words).

Ans :

How to Stay Healthy and Fit

By Ravi Patel

Staying healthy and fit is very important for a happy life. A simple way to do this is to have a balanced diet. We should eat plenty of fruits and vegetables, which give our bodies the energy and nutrients we need to grow. It is also important to drink lots of water throughout the day to stay hydrated. Regular exercise is equally important. Playing outdoor games like football or cricket, or even simple activities like cycling and skipping, keeps our bodies strong and active. We should also get enough sleep every night to let our bodies rest. By following these simple habits, we can stay healthy and full of energy.

24. Write an article for a children's magazine on "The Adventures of My Summer Vacation" (word limit: 100-120 words).

Ans :

The Adventures of My Summer Vacation

By Naveen Jangid

My summer vacation was full of fun and unforgettable adventures. I spent a whole month at my grandparents' house in the village. It was a great break from my daily routine. We would wake up early and go for walks in the fields, watching the farmers work. I learned how to ride my grandmother's old bicycle and explored the entire village with my cousins. In the evenings, we would sit and listen to my grandfather's amazing stories under the stars. I also helped my grandmother in her garden, which was a new and wonderful experience for me. This vacation was the best because I made so many new memories.

25. Write an article for a school bulletin board on "The Importance of Hard Work" (word limit: 100-120 words).

Ans :

The Importance of Hard Work

By Prakash Bhati

Hard work is the key to success. It means putting in your best effort to achieve your goals, whether it's in your studies, sports, or any other activity. When you work hard, you learn new skills and become better at what you do.

Hard work also teaches us discipline and dedication. It helps us build confidence in our abilities and teaches us that nothing is impossible if we are willing to put in the effort. Remember, a little extra effort can go a long way. So, let's always give our best, work hard, and never give up on our dreams.

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CHAPTER 7

SPEECH WRITING

1. INTRODUCTION

A speech is a formal talk given to an audience. The goal is to share your thoughts, ideas, or information on a specific topic. Speeches are usually written to be spoken, so they should sound natural and be easy for listeners to understand. Think of it as a conversation with a group of people, but a more structured and prepared one.

2. KEY ELEMENTS OF A SPEECH

Every good speech has three main parts: the introduction, the body, and the conclusion.

The Introduction

The introduction is the first part of your speech. Its main jobs are to:

1. **Greet the audience** and the important people present. This is called the salutation (e.g., "Good morning, everyone," "Respected Principal, teachers, and my dear friends").
2. **Grab the audience's attention** with a hook. This could be a question, a short story, a surprising fact, or a famous quote.
3. **Clearly state the topic** of your speech. This lets the audience know what you'll be talking about.

The Body

The body is the main part of your speech where you present your ideas in detail.

1. **Organize your points** logically. Use paragraphs to separate different ideas.
2. Use simple language. Avoid long, complex sentences. Your audience should be able to follow along without effort.
3. **Support your points** with examples, facts, or short anecdotes. This makes your speech more convincing and interesting.
4. **Transition smoothly** from one point to the next. Use phrases like "Moving on to my next point," or "Furthermore," to connect your ideas.

The Conclusion

The conclusion is the last part of your speech. Its main jobs are to:

1. **Summarize the main points** of your speech. Briefly restate your key arguments without introducing any new information.
2. **End with a strong, memorable thought**. This could be a call to action, a hopeful message, or a thought-provoking final statement.
3. **Thank the audience** for their time and attention. The final words are usually "Thank you."

3. POINTS TO REMEMBER

Writing a great speech is just the first step. To deliver it well and connect with your audience, remember to follow these helpful guidelines:

1. **Know your audience** A speech for your classmates will be different from one for adults. Use language and examples that they will understand and find relatable.
2. **Practice, practice, practice!** Rehearse your speech out loud. This helps you find difficult words, improve your flow, and get a sense of how long it takes.
3. **Time yourself** Most school speeches have a time limit. Make sure your speech isn't too long or too short.

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4. **Use simple vocabulary** Don't try to use big words just to sound smart. Simple, clear language is always more effective.
5. **Maintain a positive and confident tone** Even if you're nervous, a confident tone makes your speech more engaging.

4. SOME IMPORTANT EXAMPLES

1. Write a speech for your school assembly on the topic, "The Importance of Reading." Use these points:

- Reading helps you know more things.
- It makes your language and words better.
- Reading makes you creative.
- It helps you relax.
- It's a good habit to have forever.

Ans :

The Importance of Reading

Good morning respected Principal, teachers, and my dear friends.

Today, I want to talk about reading. Reading is a super fun and helpful habit that we should all have.

First, reading helps us learn. When we read, it's like we are opening a door to a new world. We can learn about history, science, and far-off places just by sitting and reading a book. It helps us know more than just what's in our textbooks.

Second, reading makes us better at talking and writing. The more we read, the more new words we learn. This helps us speak and write more clearly and powerfully.

Reading also makes us creative. When we read a story, our minds create pictures. We imagine the characters and places. This makes our imagination stronger. When we feel tired or stressed, reading can be a great way to relax. It helps us forget our worries for a while and just enjoy a good story. Reading is a wonderful habit that can stay with us our whole life. Let's all try to read more and discover the magic in books.

Thank you.

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2. Write a speech for your school's "Cleanliness Drive" event. The theme is "Cleanliness is Godliness." Your speech should include:

- Why keeping things clean is important.
- How being clean keeps us healthy.
- What students can do to help.
- Asking everyone to join in.

Ans :

Cleanliness is Godliness

Respected Principal, teachers, and my fellow students, good morning.

We often hear the saying, "Cleanliness is Godliness." This simply means that being clean is a very important quality. Today, as we start our Cleanliness Drive, I want to talk about why this matters so much.

First, keeping our surroundings clean helps us stay healthy. When there is garbage and dirt around, germs can grow. These germs can make us sick. A clean school and a clean home mean we are all safer and healthier.

Second, we, as students, have a big part to play. It's not someone else's job to clean up our mess. We should always throw our waste in the dustbin. We should keep our classrooms, playground, and lunch area clean. When we do this, we are showing respect for our school and for each other.

Let's not just clean today. Let's make it a daily habit. Let's all promise to keep our school and our homes clean every single day. Let's work together to make our surroundings a better place to live and learn.

Thank you.

3. Write a short speech for your class about your favorite hobby. You love painting. Your speech should talk about:

- What your hobby is.
- Why you like it.
- What you learned from it.
- A short ending.

Ans :

My Favourite Hobby

Good morning, everyone.

My name is Ronak, and today I want to talk about my favorite hobby: painting.

I love to paint because it's a great way to show my feelings without using words. When I have a paintbrush in my hand, I can create anything I imagine. It's so much fun to take a blank piece of paper and fill it with colors and shapes. Painting makes me feel calm and happy.

From painting, I have learned a few important things. I've learned to be patient, because good paintings take time. I've also learned that it's okay to make mistakes. Sometimes, a mistake can lead to a new and better idea.

Having a hobby is a great way to relax and be creative. I think everyone should find something they love to do in their free time. Thank you.

4. Prepare a speech for your school's Independence Day celebration. Your speech should focus on:

- Saying hello to everyone on this day.
- Remembering the freedom fighters.
- What freedom means and what our duties are.
- A call to work for the good of our country.

Ans :

Independence Day

A very good morning to our respected Principal, teachers, and all my dear friends.

Today, we are here to celebrate our 77th Independence Day. This day, the 15th of August, is very special for all of us. It is the day we remember the brave people who fought to make our country free.

Our freedom fighters like Mahatma Gandhi, Bhagat Singh, and others were so brave. They worked hard and gave up their lives so that we could live in a free India. We must always be thankful for their great sacrifice.

But what does freedom mean for us today? It means we have the right to speak and learn. It also means we have a duty to be good citizens. We must study hard, respect everyone, and help our country grow.

On this special day, let's promise to work together for our nation. Let's make sure our country becomes a better and stronger place for everyone.

Jai Hind!

5. Write a speech for your school's Environment Club on the topic "Save Water." You can use the following points:

- Water is very important for all living things.
- The amount of fresh water on Earth is limited.
- We often waste water without thinking.
- Simple ways to save water at home and at school.
- A message to encourage everyone to save water.

Ans :

Save Water

Good morning, everyone.

Today, I want to talk about something we all use every day but often take for granted: water. Water is life. Every living thing, from plants and animals to us humans, needs water to survive.

You might think there is a lot of water on Earth, but most of it is salty ocean water. The fresh water we can use is very limited. If we are not careful, we might not have enough in the future.

We often waste water without even thinking about it. Have you ever left the tap running while brushing your teeth? Or played with a hosepipe? These small actions waste a lot of water every day.

But saving water is easy! We can start with simple steps. Turn off the tap when you are not using it. Take shorter showers. Tell your parents to fix any leaking taps at home. At school, make sure you don't leave the water fountain on.

Let's all promise to be more careful with water. Every drop we save today will help us tomorrow. Remember, a little effort from each of us can make a big difference.

Thank you.

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6. Write a speech for your school's Teacher's Day celebration. You should include:

- Greeting the teachers and thanking them.
- Talking about how teachers help students.
- Sharing a memory or a thought about a teacher's role.
- Wishing them a happy day.

Ans :

Teacher's Day' celebration

Good morning respected Principal, my dear teachers, and all my friends.

Today is a very special day. It is Teacher's Day, a day to celebrate the people who guide us and help us grow. On behalf of all the students, I want to wish all our teachers a very Happy Teacher's Day!

Teachers are like gardeners. They help us, the students, to grow and bloom. They don't just teach us subjects like Maths and Science. They also teach us important life lessons. They teach us to be kind, to be honest, and to never give up.

I remember when I was struggling with a difficult topic, my teacher sat with me and explained it patiently until I understood. This shows how much they care about each one of us. They work hard every day to make sure we have a bright future.

So, let's take a moment to thank our teachers for all their hard work, patience, and love. You are our role models, our mentors, and our heroes. We are so lucky to have you. Thank you very much, and once again, Happy Teacher's Day!

7. You need to give a short speech in class about your favorite subject. Your favorite subject is Science. Your speech should include:

- Introducing your favorite subject.
- Why you find it interesting.
- What you have learned from it.
- A brief conclusion.

Ans :

My Favourite Subject

Good morning, everyone.

Today, I want to talk about my favorite subject, which is Science. I find Science very interesting because it helps me understand the world around me.

I love learning about how things work. Why does an apple fall from a tree? Why do stars twinkle at night? Science answers all these questions and many more. It's like solving a big puzzle. In our Science class, we do fun experiments that help us see these things for ourselves. It's always exciting to see how things react and change.

From Science, I have learned to be curious and to always ask "why." It has taught me to observe things closely and to think logically. It makes me feel like a little detective, trying to find out the secrets of the world.

I believe Science is not just a subject, but a way of looking at the world with curiosity. Thank you.

8. Write a speech for your school assembly on the topic "World Health Day." You can use these hints:

- Greet everyone on this special day.
- Talk about the importance of being healthy.
- Mention the need for a healthy body and mind.
- Give tips on how to stay healthy (eating right, exercising, etc.).
- End with a message to take care of your health.

Ans :

World Health Day

Good morning respected Principal, teachers, and my dear friends.

Today, we celebrate World Health Day. This day reminds us of how important it is to be healthy. Having a healthy body and a healthy mind is the key to living a happy life.

Being healthy means more than just not being sick. It means we have enough energy to play, study, and do all the things we love. A healthy mind helps us to think clearly and feel happy.

So, how can we stay healthy? It's not that difficult!

First, we should eat healthy food. Eating fruits, vegetables, and drinking plenty of

water gives our bodies the energy they need. Second, we must exercise. Playing games outside, running, or cycling keeps our bodies strong. And third, we should get enough sleep every night to rest our minds.

Let's promise to make our health a top priority. Take care of your body, and your body will take care of you.

Thank you, and remember to stay healthy!

9. Your school is hosting a 'No Plastic' campaign. Write a persuasive speech asking students to stop using plastic. Use these points:

- Plastic harms our environment and animals.
- It does not break down easily.
- Simple ways to avoid plastic (cloth bags, steel bottles).
- A call to action for everyone to make a change.

Ans :

Say No to Plastic

Good morning respected Principal, teachers, and my dear friends.

Today, I want to talk about a big problem that is hurting our planet: plastic. Plastic is a material that we use for a few minutes, but it stays on Earth for hundreds of years.

When we throw away plastic bags and bottles, they end up in our rivers and oceans. This harms animals like fish and turtles, who sometimes eat the plastic and get very sick. Plastic also makes our cities and forests dirty.

The good news is that we can easily stop using so much plastic. Instead of using a plastic bag, we can use a cloth bag when we go shopping. Instead of a plastic bottle, we can use a steel water bottle that we can use again and again. These small changes can make a big difference.

Let's all promise to say 'no' to plastic. Let's choose better things that are good for our Earth. Let's work together to make our planet a cleaner place for everyone.

Thank you.

10. Write a speech for your school's sports day on "The Importance of Sports." Include the following:

- Sports are fun and keep us fit.
- They teach us teamwork and discipline.
- They help us handle both winning and losing.
- A message to encourage everyone to play a sport.

Ans :

The Importance of Sports

Good morning respected Principal, teachers, and my dear friends.

Today, as we celebrate our Sports Day, I want to talk about the importance of sports. Sports are not just about winning or losing; they are about so much more.

First, playing sports is a great way to stay healthy and fit. When we run, jump, or play a game, our bodies get stronger. It gives us energy and keeps us active.

Second, sports teach us how to be good teammates. When we play a game, we learn to work together and help each other. We also learn discipline and follow rules.

Sports also teach us a very important life lesson: how to handle success and failure. We learn to celebrate our wins and to be strong when we lose. This helps us in our lives, not just on the field.

So, let's all make sure to play a sport. It's fun, it's healthy, and it teaches us so many good things.

Thank you.

11. Give a short speech in your class about "How I Spent My Summer Vacation." You can include:

- Where you went or what you did.
- Something new you learned.
- What you enjoyed the most.
- A short conclusion.

Ans :

How I Spent My Summer Vacation

Good morning, everyone.

My name is Ankit Sharma, and today I want to share with you how I spent my summer vacation.

This summer, my family and I went to Jaipur. We visited many beautiful places. We

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saw a big fort and a museum. We also spent a lot of time just relaxing at home. I read a lot of books and watched some movies with my brother.

During the vacation, I learned to ride a bicycle. It was a little difficult at first, and I fell a few times, but my dad helped me, and now I can ride it very well. This taught me that if you try hard, you can learn anything.

The best part of my vacation was spending time with my grandparents. They told me so many funny stories, and we cooked some delicious food together.

I had a great time this summer, and now I am happy to be back at school to see all of you again.

Thank you.

12. Write a short speech for your class on "How to Be a Good Friend." Your speech should include:

- What friendship means to you.
- Qualities of a good friend (loyal, kind, helpful).
- What you can do to be a good friend to others.
- A message about the value of friendship.

Ans :

How to Be a Good Friend

Good morning, everyone.

Today, I want to talk about something very special: friendship. A friend is someone you can trust, laugh with, and count on. Having a good friend is one of the best things in life.

So, what makes a good friend? A good friend is loyal. They will always stand by your side. A good friend is also kind and helpful. They listen to you when you are sad and celebrate with you when you are happy. They don't make fun of you or leave you out.

But to have a good friend, you must also be a good friend. You can do this by being honest, listening carefully, and helping your friends when they need it. Always be kind and supportive. When you show kindness, you get kindness back.

Friendship is a two-way street. Let's all try to be the best friends we can be to each other.

Thank you.

13. Write a speech for your school's Health Day on "The Importance of a Healthy Diet." The hints are:

- Healthy food gives us energy to play and study.
- Junk food can make us lazy and sick.
- Mention different types of healthy foods (fruits, vegetables, etc.).
- Encourage everyone to eat well.

Ans :

The Importance of a Healthy Diet

Good morning, respected Principal, teachers, and my dear friends.

Today is Health Day, and I want to talk about something that affects us all: what we eat. Eating a healthy diet is one of the best things we can do for ourselves.

Healthy food is like fuel for our bodies. It gives us the energy we need to run, play, and focus in our classes. Eating fruits, vegetables, and proper meals makes our bodies strong and keeps our minds sharp.

On the other hand, eating too much junk food, like chips and sugary drinks, can be harmful. It can make us feel tired and lazy and can cause health problems later on.

We don't have to give up all our favorite snacks, but we should always try to balance them with healthy food. Let's make it a habit to eat a colorful plate of fruits and vegetables every day.

Remember, a healthy body leads to a happy life. Let's all make smart choices about what we eat.

Thank you.

14. Write a speech for your school's annual function on "The Power of Education." Use these points:

- Education is the key to a bright future.
- It helps us learn new skills and gain knowledge.
- It makes us better citizens.
- Encourage everyone to value their education.

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Ans :

The Power of Education

Good morning respected Principal, teachers, parents, and all my friends.

I feel honored to speak today about a topic that is very close to my heart: the power of education. Education is not just about going to school and getting good grades. It is a powerful tool that can change our lives.

Education helps us understand the world. It teaches us how to read, write, and solve problems. It gives us the skills we need for a good job in the future. It is like a light that shows us the way forward.

Education also helps us become better people. It teaches us to be responsible, to respect others, and to think for ourselves. An educated person can help build a better community and a stronger nation.

Let's never take our education for granted. Let's study hard and make the most of every lesson we learn. We are the future of our country, and a good education is the first step towards a great future.

Thank you.

15. Write a speech for your class on "My Favorite Festival." Your favorite festival is Diwali. You can include:

- The name of the festival and why you love it.
- How you celebrate it (decorating, sweets, fireworks).
- The message behind the festival (victory of good over evil).
- What you enjoy most about it.

Ans :

My Favorite Festival

Good morning, everyone.

Today, I want to talk about my favorite festival: Diwali, the Festival of Lights. I love Diwali because it brings so much joy and happiness to everyone.

The preparations for Diwali are always so exciting. We clean and decorate our house with lights, lamps, and beautiful rangoli designs. My mother and I make delicious sweets and snacks, and the whole house smells wonderful. In the evening, we perform a puja and pray for good health and happiness.

Then comes the best part: lighting small clay lamps (diyas) and bursting firecrackers with my family and friends. This festival reminds us of the story of Lord Rama returning home after defeating the evil king Ravana. It teaches us that good always wins over evil.

What I enjoy most about Diwali is the feeling of togetherness. Everyone comes together to celebrate, share food, and light up the darkness. It is a festival of hope and happiness.

Thank you.

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16. Imagine you are giving a speech for your class about a place in your school that you love. The image shows a student reading quietly in a library.



Write a short speech about why the school library is a special place. Use these points:

- The library is a quiet place to read and study.
- It has many books on different topics.
- It helps us with our homework and projects.
- It is a peaceful place to think.

Ans :

Why Our School Library is Important

Good morning, everyone.

Today, I want to talk about a place in our school that is like a treasure box: our school library.

When you look at this picture, you see a quiet and peaceful place. That's exactly what our library is. It's a place where we can go to escape the noise and just focus on our books. It is a perfect place to read, think, and study without any distractions.

Our library is full of amazing books. There are stories that take us to different worlds, and books that teach us about science, history, and so much more. Whenever we have a project or homework, the library is the best place to find information and learn new things.

It's more than just a room with books. It's a calm and quiet space where our minds can grow. Let's make sure we use our library often and enjoy all the wonderful books it has to offer.

Thank you.

17. You have participated in a school event where students planted trees. You are asked to give a short speech about the importance of protecting the environment. The image shows you and your classmates planting a tree.



Write a short speech about how students can help the environment. Use these points:

- Mention the tree planting event.
- Explain why trees are important for the Earth.
- Talk about other simple things we can do, like saving water and not littering.
- Encourage everyone to be a 'green' citizen.

Ans :

Our Responsibility to the Environment

Good morning respected Principal, teachers, and my dear friends.

Just a while ago, we all got our hands dirty to plant a new tree in our school garden. It was a lot of fun, but it was also a very important activity.

Trees are like the lungs of our planet. They give us clean, fresh air to breathe. They also provide homes for birds and other small animals. By planting just one tree, we have done a great thing for our school and for the Earth.

But our job doesn't end here. We can all do many small things every day to help the environment. We can turn off the tap when we are not using water. We can make sure to throw our garbage in the dustbin and not on the ground. We can also save electricity by turning off lights and fans when we leave a room.

Let's all be 'green' citizens. Let's protect our planet and make our world a better place for everyone.

Thank you.

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18. You have to give a speech for a school event about "Good Manners and Helpful Habits." The image shows a small act of kindness: a child helping an elderly person.

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Write a short speech about why we should help others. Use these points:

- Talk about the image and the kindness it shows.
- Explain that helping others, even in small ways, makes a big difference.
- Give other examples of helpful acts (helping a friend, sharing your things).
- Encourage everyone to be kind and helpful.

Ans :

The Value of Helping Others

Good morning respected Principal, teachers, and my dear friends.

Look at this picture. It shows a small child helping an elderly person cross the street. This simple act of kindness is a great example of what it means to be helpful.

Helping others doesn't always have to be a big deal. Sometimes, it's the small things that matter most. We can help a friend who is struggling with their homework, share our lunch with someone who forgot theirs, or simply hold the door open for someone. These small acts can make a person's day better.

When we help others, it makes us feel good inside. It also makes our school and our community a better place to live in. Kindness is like a chain; when we are kind to one person, they might be kind to someone else, and the chain of kindness continues.

So, let's all promise to look for ways to help others every day. Let's make sure that our actions, both big and small, are always full of kindness.

Thank you.

19. You have been asked to give a short speech in your class about the importance of sharing. The image shows a child sharing a snack with a friend on the playground.

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Write a short speech for your class on "The Joy of Sharing." Use these points:

- Talk about the image and what it shows.
- Explain that sharing makes others happy and builds friendships.
- Give examples of what you can share (toys, ideas, helping hands).
- End with a message about the happiness that comes from sharing.

Ans :

The Joy of Sharing

Good morning, everyone.

Look at this picture. It shows two friends sitting on a bench, happily sharing a snack. This simple act of sharing is something we all do, and it is a wonderful habit.

When we share, we are not just giving away something; we are sharing happiness and friendship. Sharing a snack, a toy, or even an idea with a friend makes them feel good. It shows that we care about them, and it makes our friendships stronger.

There are many things we can share. We can share our pencils and crayons in class. We can share our games on the playground. We can also share our time and help a friend with their work. Sharing is an act of kindness that makes everyone smile.

The best part about sharing is that it makes you feel good inside. The joy you give to others comes back to you. Let's all try to share a little something every day and make our school a happier place.

Thank you.

20. Write a speech for your class on "The Best Person in My Life." Your role model is your grandfather, and the image shows you playing a game with him.



Use these points:

- Talk about who your role model is.
- Explain how playing games with him teaches you important lessons.
- Mention his kindness and the stories he tells.
- End with a message about the importance of family.

Ans :

The Best Person in My Life

Good morning, everyone.

Today, I want to talk about the best person in my life. The person I look up to the most is my grandfather.

This picture shows us playing a game of chess. Playing with him is not just about winning or losing. He teaches me to think carefully before I make a move, to be patient, and to never give up. These are not just lessons for a game; they are lessons for life.

My grandfather is also a very kind and wise person. He has so many wonderful stories to tell about his childhood and the world. I love listening to him because he teaches me so much. He always has time for me, and his love makes me feel safe and happy.

Spending time with my grandfather is my favorite thing to do. He has shown me that family is the most important thing. I am so lucky to have him in my life.

Thank you.

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CHAPTER 8

LETTER WRITING

1. INTRODUCTION

Writing letters is a great way to talk to people who are far away. Think of it as a special way to communicate! It's different from other kinds of writing because you're writing it for one person you know. When you write a letter, you need to use your imagination and plan what you want to say. The language you use should be like you're talking to that person in real life.

2. TYPES OF LETTERS

There are two main types of letters: Formal Letters and Informal Letters. Let's look at what makes them different.

1. **Formal Letters:** These are official letters. They follow a certain set of rules and are used for professional things, like writing to a business or someone in authority. These letters are very serious and get straight to the point.
2. **Informal Letters:** These are personal letters. You don't have to follow a lot of rules when you write them. They're like a written conversation and you usually write them to friends, family, or people you know well.

3. FORMAL LETTERS

Formal letters are written for official reasons, like for school or to a business. They have a specific format you must follow, including where to put the sender's address, the date, and the receiver's address. The language should be polite and clear, focusing on the main topic without extra details. You might write a formal letter to ask for information, make a complaint, or apply for something.

Format of a Formal Letter

A formal letter must follow a specific layout. The format of a formal letter is as mentioned below:

Sender's Address [Address and contact details of the sender]
Date
Receiver's Designation and Address [Designation and Address of the receiver]
Subject [Name the request/complaint]
Salutation [Respected Sir/Madam]

Body of the letter
Paragraph 1 [State the purpose of application]
Paragraph 2 [Here start writing detailed information]
Paragraph 3 [Now conclude your letter that is write what you are expecting]

Complimentary Closing [Now end the letter with – yours sincerely, faithfully, thankfully]
Signature: [Name followed by Signature]

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Letter to the Editor

A Letter to the Editor is a formal letter written to the editor of a newspaper or magazine. You write it to share an opinion, a complaint, or an idea with many people. Newspapers are important because lots of people read them and they can help shape what people think.

Here are some tips for writing a good letter to the editor:

1. Keep your ideas clear and short.
2. Stick to one main topic.
3. Use simple words and short sentences.
4. Be polite and constructive, even if you are criticizing something.

5. In the end, ask them to take some action to fix the problem.

EXAMPLES

1. Write a letter to the editor of a local newspaper about the frequent power cuts in your area, Vinobapuri, and the problems they cause for students.

Ans :
21, Vinobapuri
New Delhi - 110024
August 8, 2025
To,
The Editor
The Times of India
New Delhi
Subject: Frequent power cuts in Vinobapuri.
Dear Sir/Madam,
I am a student and resident of Vinobapuri. I write to highlight the frequent and long power cuts in our area. This causes much trouble, especially for students studying in the evening and families doing household work.

These outages disrupt daily life. Students struggle with homework and tests, and the heat at night becomes unbearable. Sometimes, unexpected outages also damage our electronic devices.

I hope your newspaper brings this issue to the electricity department's attention so they can provide a stable power supply to our locality.

Yours faithfully,
Rohan Sharma

2. Write a letter to the editor of a newspaper, suggesting that everyone should plant more trees to help fight against pollution and create a healthier city.

Ans :
B-15, T Nagar
Chennai, Tamil Nadu - 600017
August 8, 2025
To,
The Editor
The Hindu
Chennai
Subject: A call to plant more trees for a better city.
Dear Sir/Madam,
Through your esteemed newspaper, I want to suggest a simple way for us to make our city healthier: by planting more trees. Our city is becoming more polluted, and the air is not as clean as it used to be. Trees give us fresh air and make our environment beautiful.

I believe that if every family plants at least one tree, we can make a big difference. Schools can also organize tree-planting drives to involve students. This small step can lead to a big change for our city and for our future. I hope this letter inspires people to take action.

Yours faithfully,
Rajesh Kumar

3. Write a letter to the editor, highlighting the importance of community service for students and encouraging them to get involved.

Ans :
12, Juhu Circle
Mumbai, Maharashtra - 400049
August 8, 2025
To,
The Editor
The Indian Express
Mumbai
Subject: Importance of community service for students.
Dear Sir/Madam,
I am writing to share my thoughts on why it is important for students to participate in community service. Helping others is a great way to learn values like kindness and responsibility. When students volunteer, they learn new skills and meet new people.

By helping out, whether by cleaning a park or helping the elderly, students can become more aware of the needs of their community. This experience teaches them to be better citizens and makes them feel good about helping others. I hope all students get a chance to take part in such activities.

Yours faithfully,
Sonia Das

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Letter of Complaint

Complaint letters are written to businesses, boards, and other organizations to point out problems with products or services. It's important to include all the details so they can understand and solve the problem.

Here are some tips for writing a complaint letter:

1. Be direct and clear about the problem.
2. Provide all the important details and an exact description of the problem.
3. Be polite, but also firm.
4. Don't use rude words like "useless" or "disgusting".
5. Mention what you want them to do to fix the problem.
6. Ask for a quick response.

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EXAMPLES

1. You are a student who bought a new camera from an electronics store a month ago. Now, the camera isn't working right and the pictures are blurry. Write a letter to the store asking for a replacement.

Ans :

Flat 401, Sai Teja Towers
MVP Colony
Visakhapatnam, Andhra Pradesh 530017
July 2, 2025
To,
The Retailer
Sri Sai Electronics
Main Road, Jagadamba Centre
Visakhapatnam, Andhra Pradesh 530020
Subject: Complaint about a broken camera - Purchased on June 1, 2025.
Dear Sir/Madam,
I am writing to you about a camera (Model: XYZ Pro-Shot) I bought from your store on June 1, 2025 (Cash Memo No. SS/C/25/123). The camera is not working correctly. When I take pictures, they come out blurry. It seems like there is a problem with the camera's lens or the parts inside it.
Since the camera is broken, I would like you to please replace it with a new one. I hope you can do this within 10 days.

Thanking you,

Yours faithfully,
Vamsi Krishna

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2. You are a resident of a Mumbai locality. The local bus service is irregular, and the buses are in poor condition. Write a complaint letter to the General Manager of the bus corporation requesting improvements.

Ans :

D-95, Lakshmi Nagar
Mumbai, Maharashtra - 400001
August 8, 2025
To,
The General Manager
Mumbai Transport Corporation
Mumbai, Maharashtra
Subject: Complaint regarding poor local bus service.
Dear Sir/Madam,
I wish to draw your attention to the consistently poor bus service in our locality. The buses do not follow a reliable timetable and are often late or do not arrive at all. Many of the vehicles are also very old and in a dilapidated condition.

I urge you to look into these matters and ensure a reliable, sufficient, and safe bus service for all residents.

Yours faithfully,
Suresh Kumar

3. Write a letter to the Postmaster of your city. Your area has been facing problems with irregular and late delivery of letters and parcels. Ask for immediate action to solve the problem.

Ans :

12, Park Street
Kolkata, West Bengal - 700016
August 8, 2025
To,
The Post Master
General Post Office
Kolkata, West Bengal
Subject: Complaint about late and irregular mail delivery.

Respected Sir/Madam,
I am writing to bring to your notice the significant inconvenience faced by residents of our colony due to the highly irregular and late delivery of mail. Our postman often visits only once or twice a week, causing delays. We have missed important information because of this.

I sincerely request you to take immediate action to ensure a regular and punctual mail delivery service.

Yours faithfully,
Sowmya

Application to the Principal or Librarian

Sometimes students need to write a formal application. This is a special type of formal letter written to school officials like the principal or librarian. You might write one to ask for leave, a new library card, or a Transfer Certificate. The language should be respectful and clear.

EXAMPLES

1. You are Ramya, a student in Class 7 (C). Your family is going on a trip to Chennai for a family function and you need a leave of absence for five days. Write an application to your school Principal.

Ans :
Sri Chaitanya High School
Guntur, Andhra Pradesh 522001
November 27, 2024
To,
The Principal,
Sri Chaitanya High School,
Guntur, Andhra Pradesh
Subject: Application for Leave for 5 days.
Respected Sir/Madam,
I am Ramya, a student of Class 7 (C) in your school. I am writing to you because I need to take a leave of absence from school for five days, from November 28, 2024, to December 2, 2024.

My family is going on a trip to Chennai to attend a family function, and I need to go with them.

I promise to catch up on all the schoolwork I miss with the help of my teachers and classmates. I would be very thankful if you could grant me this leave.

Thanking you,

Yours obediently,
Ramya
Class 7 (C)

2. You are a student at St. Mary's School, Mumbai. You have lost your library card. Write an application to the Librarian requesting a duplicate card.

Ans :
St. Mary's School
Mumbai, Maharashtra - 400001
August 8, 2025
To,
The Librarian,
St. Mary's School,
Mumbai, Maharashtra
Subject: Request for duplicate library card.
Respected Sir/Madam,
Most respectfully, I, Pooja Rao, a student of Class 7 (A), wish to inform you that I have unfortunately misplaced my school library card (Card No. 456).

Because of this, I am unable to borrow books from the library, which are important for my studies.

I kindly request you to please issue me a new duplicate card as soon as possible so I can continue borrowing books.

Thanking you,

Yours obediently,
Pooja Rao
Class 7 (A)
Card No. 456

3. You need a character certificate from your school to apply for a summer camp. Write an application to your Principal requesting the certificate.

Ans :
Ryan International School
Pune, Maharashtra - 411033
August 8, 2025
To,
The Principal,

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Ryan International School,
Pune, Maharashtra
Subject: Request for a Character Certificate.
Respected Sir/Madam,
I am Aditi Jain, a student of Class 7 (A). I am writing to respectfully request a Character Certificate from the school.

I have been a student at your school for the past five years and have always maintained a good record in both academics and behavior. I need this certificate to apply for a summer camp.

I would be very grateful if you could issue the certificate at your earliest convenience.

Thanking you,

Yours obediently,
Aditi Jain
Class 7 (A)

4. INFORMAL LETTERS

Informal letters are personal letters you write to people you know well, like family members or friends. You can use a more relaxed and conversational tone in these letters, and you can share your feelings and news freely.

Format of an Informal Letter

Informal letters have a flexible structure. The main goal is to connect with someone you have a personal relationship with.

Sender's Address [Your address. This is often not needed, but it's good to include it.]
Date: [The date you write the letter.]
Greeting: [A friendly greeting like "Dear Sandeep" or "Hi Grandpa".]
Body of the Letter [This is where you write your message.]

- **Opening** [Start with a friendly question like "How are you?".]
- **Main Content** [Share your news, feelings, or stories.]
- **Closing Thoughts** [End with a friendly comment, like saying you hope to see them soon.]

Closing [A friendly way to say goodbye, like "Best," "Cheers," or "Love".]
Your Name [Your first name or nickname.]

EXAMPLES

1. You are Vikas, and you found a photo of you and your friend Sandeep from your school days. Write a letter to Sandeep, telling him about the photo and the fun memories it brought back.

Ans :
22, Green Park Colony
Guntur, Andhra Pradesh 522002
July 1, 2025
Dear Sandeep,
I hope you're doing well! You won't believe what I found yesterday. I was looking through some old photos and found a picture of us from our 7th-grade Annual Sports Day!

It made me think of all the fun we had at St. Joseph's High School. I remember us planning for the relay race and then celebrating with those sticky jalebis from the school canteen after we won the bronze medal! It seems like so long ago, but the memory feels so fresh.

I really wish you could have seen it. It made me miss those golden days. I hope we can talk about all those old times soon!

Your loving friend,
Vikas

2. You are Rahul, a student at a boarding school. Your school organized a trip to a historic monument, the Undavalli Caves. The trip was really exciting and you learned a lot. Write a letter to your father, telling him about the trip and what made it so special.

Ans :
Room No. 18, Boys Hostel
DPS School
Vijayawada, Andhra Pradesh 520008
July 1, 2025
Dear Father,
I hope you are doing well. I am so excited to tell you about our school trip to the Undavalli Caves last week! It was an amazing experience.

The caves were magnificent! I was really amazed by the huge reclining Buddha statue carved from a single piece of rock. Our guide

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told us stories about the history of the caves, which were used by monks and sages a long time ago. I learned a lot about how people built such amazing things so long ago.

The trip inspired me to learn more about our history. Thank you for always encouraging me to learn new things. I will show you the pictures I took when I come home.

Your loving son,
Rahul

3. You are Ananya. Your family recently celebrated your Grandma's 75th birthday. It was a very happy and special day, but your cousin Priya could not be there. Write a letter to Priya, telling her all about the party and how much you missed her.

Ans :
12, Oceanview Apartments
Beach Road
Visakhapatnam, Andhra Pradesh 530003
July 1, 2025
Dear Priya,
Last week, we had a grand party to celebrate Grandma's 75th birthday, and it was so much fun! But I really missed you a lot.

The house was decorated beautifully with flowers and lights, and Grandma was so happy. We had music, games, and a surprise cake-cutting. Everyone shared their favorite memories of Grandma, and we all had a lot of laughs.

I kept thinking how much more fun it would have been if you were there with me to share all the moments. Let's make a plan to meet soon so I can tell you everything in person!

Your loving cousin,
Ananya

4. Write a letter to your friend, thanking them for the birthday gift they gave you. Tell them how much you liked it and how you will use it.

Ans :
21, Vinobapuri
New Delhi - 110024
August 8, 2025
Dear Arjun,
Thank you so much for the wonderful book you gave me on my birthday! I was so happy when I opened it. It's exactly the kind of book I wanted to read.

I have already started reading it, and the story is very interesting. You know how much I love reading adventure stories. It was very thoughtful of you to get me this book.

I can't wait to see you soon.

Your loving friend,
Priya

5. Write a letter to your friend, apologizing for not being able to attend their party. Explain the reason for your absence.

Ans :
12, Park Street
Kolkata, West Bengal - 700016
August 8, 2025
Dear Sameer,
I am so sorry that I could not come to your birthday party last Saturday. I was really looking forward to it.

Unfortunately, my grandmother suddenly became unwell, and we had to rush her to the hospital. We were all very worried. I hope you had a great time with all your friends.

Please forgive me. I promise we will celebrate together soon.

Your friend,
Amit

6. Write a letter to your friend, asking for advice on which hobby you should choose. Tell them about your interests and ask for their opinion.

Ans :
B-47, Anna Nagar
Pune, Maharashtra - 411006
August 8, 2025
Dear Rahul,
I hope you are doing well. I'm writing to you because I need your advice. I want to start a new hobby, but I can't decide between playing the guitar and learning to code.

You know I love music, but I also find computers very interesting. I think learning

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to code might be useful for my future. What do you think? Which one should I choose?

I'm waiting to hear from you soon.

Your friend,
Akash

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5. SOME IMPORTANT EXAMPLES

1. Write a letter to the editor of a national daily about the poor public sanitation in your city, Bengaluru, and suggest ways to solve it.

Ans :
235, Richmond Road
Bengaluru, Karnataka - 560025
August 8, 2025
To,
The Editor
The Deccan Herald
Bengaluru
Subject: Need for better public sanitation in our city.
Dear Sir/Madam,
I am writing to talk about the serious issue of poor public sanitation in our city. Many people lack proper toilets, which can lead to various diseases, especially for young children and the elderly.

Poor sanitation also affects our environment. Garbage on the streets attracts pests and creates unhygienic conditions in our parks. This makes it difficult for us to have a clean and healthy environment.

I believe the government should build more clean public toilets and start awareness campaigns about good hygiene. I request you to publish this letter to encourage our authorities to work towards a cleaner city.

Yours faithfully,
Preeti Singh

2. Write a letter to the editor of a newspaper about the increasing number of road accidents due to rash driving in your city, Mumbai, and suggest ways to improve road safety.

Ans :
D-18, Bandra East
Mumbai, Maharashtra - 400051
August 8, 2025
To,
The Editor
The Indian Express
Mumbai
Subject: Plea for safer roads in Mumbai.
Dear Sir/Madam,
I am concerned about the rising number of road accidents due to reckless driving in our city. Many drivers do not follow traffic rules, which makes our roads dangerous for everyone. They often drive too fast, especially near schools, causing a constant threat to pedestrians and children.

This reckless behavior also leads to heavy traffic jams. We all deserve to feel secure on our roads without the fear of reckless drivers.

To solve this, I suggest that the traffic police should be stricter and give bigger fines to those who break the rules. It is important for all of us to follow traffic rules to make our roads safe. I hope this letter will bring the issue to the notice of the authorities.

Yours faithfully,
Arjun Verma

3. Write a letter to the editor about the heavy traffic jams in your area, Anna Nagar, Chennai, and suggest a few solutions.

Ans :
B-47, Anna Nagar
Chennai, Tamil Nadu - 600040
August 8, 2025
To,
The Editor
The Hindu
Chennai
Subject: Heavy traffic jams in Anna Nagar.
Dear Sir/Madam,
I am writing to bring to your attention the constant traffic jams at the main crossing in our area. This causes many problems for people going to work and students going to school. We often get delayed and spend a lot of time stuck in traffic.

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The main reasons are vehicles parked everywhere and vendors setting up stalls on the road. This reduces road space and causes bottlenecks. It leads to long queues of vehicles and increases noise and air pollution in our area.

I suggest that a special parking area be made for all vehicles, and traffic police should be stationed there to manage the traffic flow. I hope the authorities will take action to make our roads clear and safe.

Yours faithfully,
Riya Gupta

4. Write a letter to the editor, appreciating the local municipal corporation for a successful cleanliness drive in your area, Delhi.

Ans :
45, Pusa Road
New Delhi - 110005
August 8, 2025
To,
The Editor
The Hindustan Times
New Delhi
Subject: Appreciating the recent cleanliness drive.
Dear Sir/Madam,
I am a resident of Pusa Road, and I am writing to express my sincere thanks to the New Delhi Municipal Council for the recent cleanliness drive in our area. It has made a huge and positive difference.

The roads are now cleaner, and the garbage has been properly cleared. The workers have done a wonderful job. Their hard work has not only made our area look better but has also helped create a healthier environment for all of us. I hope this drive continues and that we, as citizens, also help keep our surroundings clean.

Yours faithfully,
Anjali Sharma

5. Write a letter of complaint to the Sales Manager of a store in Delhi. You recently bought a refrigerator that is not cooling properly and is making a loud noise. Ask for an immediate repair or replacement.

Ans :
33, High Street
Patamata, Vijayawada - 520010
August 8, 2025
To,
The Sales Manager
Ganesh Electronics and Electricals
Gandhi Marg, Vijayawada
Subject: Complaint about a defective Godrej Refrigerator (Model No. 435).
Dear Sir/Madam,
On December 27, 2024, I purchased a Godrej refrigerator from your showroom (Bill No. 234). I regret to inform you that it is not functioning correctly. The refrigerator isn't cooling properly, and its walls get very hot. It also makes an unusual noise. Since the item is under warranty, I request an immediate repair or replacement.

Yours truly,
Arpit

6. Your colony is suffering from severe unhygienic conditions due to uncollected garbage and a poor drainage system. Write a letter to the Municipal Commissioner requesting urgent remedial action.

Ans :
C-2/8, Sai Ram Colony
Chennai, Tamil Nadu - 600002
August 8, 2025
To,
The Municipal Commissioner
Chennai Municipal Corporation
Chennai, Tamil Nadu
Subject: Insanitary conditions in Sai Ram Colony, Chennai.
Respected Sir/Madam,
I would like to bring to your urgent notice the rapidly deteriorating insanitary conditions in our colony. Rubbish and garbage are left lying in heaps, and the lack of a proper drainage system is causing a bad smell. This has become a breeding ground for mosquitoes and poses a health risk to residents.

I earnestly request you to take immediate action to improve the public health and hygiene of our colony.

Yours faithfully,
Deepa

7. You are the owner of a tuition center in Delhi. You ordered desks and chairs, but many of them arrived with wobbly legs and scratches. Write a complaint letter to the supplier asking for a replacement.

Ans :
Shop No. 10, MG Road
New Delhi - 110002
August 8, 2025
To,
The Sales Manager
Modern Furniture Mart
Industrial Estate, New Delhi
Subject: Complaint regarding faulty desks and chairs.
Dear Sir/Madam,
I am writing to express my disappointment regarding a bulk order of 50 student desks and chairs. Upon delivery today, I found a significant portion of the furniture to be defective. The desks have wobbly legs, and the chairs have loose backrests, making them unsafe.

I request a full replacement for all faulty items immediately, as my new batch of classes is about to begin.
Yours faithfully,
Ananya Reddy

8. Write a letter of complaint to the District Collector in Delhi. A new late-night eatery in your residential area is causing noise pollution and disturbing the residents. Request action to regulate the noise levels.

Ans :
Flat 302, Sai Ram Residency
Rohini, New Delhi - 110085
August 8, 2025
To,
The District Collector
Collectorate Building
New Delhi
Subject: Complaint regarding excessive noise pollution.
Dear Sir/Madam,
I am writing to bring to your urgent attention the severe noise pollution from a new eatery in our residential area. Loud music and customer chatter continue late into the night, which is very disturbing for the elderly and for students who are trying to study.

I request your immediate action to regulate the eatery's operating hours and noise levels for the well-being of the residents.

Yours faithfully,
Priya Sharma

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9. Write a letter of complaint to the Commissioner, Delhi Municipal Corporation. The public park in your locality is not well-maintained and has become unsafe for children and the elderly.

Ans :
House No. 12-34-56
Gandhi Nagar
New Delhi - 110005
August 8, 2025
To,
The Commissioner
Delhi Municipal Corporation
New Delhi
Subject: Urgent maintenance needed for Gandhi Park.
Dear Sir/Madam,
I am a resident of Gandhi Nagar and wish to draw your attention to the poor condition of our local park. The park now has broken benches and overgrown weeds, making it unsafe and unusable. Children cannot play, and the elderly cannot walk there safely.

I earnestly request the Municipal Corporation to take immediate steps for the renovation and regular maintenance of Gandhi Park.

Yours sincerely,
Srinivas Rao

10. You are a student in Class 7 (B) at DPS, Vasant Kunj, Delhi. You need leave for three days to attend a family wedding. Write an application to your Principal.

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Ans :
DPS, Vasant Kunj
New Delhi - 110070
August 8, 2025
To,
The Principal,
DPS, Vasant Kunj,
New Delhi
Subject: Application for leave for three days.
Respected Sir/Madam,
I am Aryan Sharma, a student of Class 7 (B) in your school. I am writing to request a leave of absence for three days, from August 10 to August 12, 2025.

I need to attend my cousin's wedding in Jaipur, and my family will be traveling for it.

I assure you that I will complete all missed homework and catch up on lessons after I return. I hope you will kindly grant me this leave.

Thanking you,

Yours obediently,
Aryan Sharma
Class 7 (B)

11. You are a student in Class 7 (A) at a school in Delhi. Write an application to your Principal requesting to change your class section from A to B.

Ans :
St. Francis' School
New Delhi - 110055
August 8, 2025
To,
The Principal,
St. Francis' School,
New Delhi
Subject: Request to change class section.
Respected Sir/Madam,
I am Neha Kumari, a student of Class 7 (A). I am writing to respectfully request that you allow me to change my class section from A to B.

My elder sister, who is a year senior, is a student of Class 8B. Our family finds it easier to manage a common schedule. This change will help me in coordinating homework and notes.

I hope you will consider my request and grant me permission to change my section.

Thanking you,

Yours obediently,
Neha Kumari
Class 7 (A)

12. Your father has been transferred to a new city, and you need a No-Dues Certificate from your current school for admission. Write an application to your Principal.

Ans :
National Public School
Bengaluru, Karnataka - 560038
August 8, 2025
To,
The Principal
National Public School,
Bengaluru, Karnataka
Subject: Request for No-Dues Certificate.
Respected Sir/Madam,
I am Rahul Kumar, a student of Class 7 (C) in your esteemed school. My father has been transferred to Hyderabad, and our family will be moving there. I need to join a new school.

For my admission to the new school, a No-Dues Certificate from our current school is required.

I kindly request you to issue me my No-Dues Certificate at your earliest convenience so I can complete my admission process without delay.

Thanking you,

Yours obediently,
Rahul Kumar
Class 7 (C)

13. You noticed the school's water tank has not been cleaned for months, and the drinking water is dirty. Write an application to the Principal requesting cleaning.

Ans :
Velammal Vidyalaya
Chennai, Tamil Nadu - 600066
August 8, 2025
To,
The Principal
Velammal Vidyalaya,

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Chennai, Tamil Nadu
Subject: Request for cleaning of the school water tank.
Respected Sir/Madam,
I am Suresh, a student of Class 7 (B) in your school. I wish to bring to your kind attention the condition of our school's water tank.

The water tank has not been cleaned for a long time. As a result, the drinking water is visibly dirty and has an unpleasant smell. This is a health risk for all students.

I earnestly request you to personally look into this matter and make immediate arrangements for the thorough cleaning of the water tank.

Thanking you,

Yours obediently,
Suresh
Class 7 (B)

14. You are a Class 7 student at Mount Carmel School, Delhi. With exams approaching, you need more time in the library. Write an application to the Librarian.

Ans :
Mount Carmel School
New Delhi - 110078
August 8, 2025
To,
The Librarian,
Mount Carmel School,
New Delhi
Subject: Request for extended library access.
Dear Madam/Sir,
I am a student of Class 7 (A). With our exams approaching, many students like me need more time to study in the library and use reference books. The current library hours are not enough for us.

I respectfully request that the library hours be extended for Class 7 students during this important period, perhaps until 5:00 PM.

Your support in providing this facility would greatly help us in preparing for our examinations.

Thanking you,

Yours obediently,
Sita Kumari
Class 7 (A)

15. You are a student at a school in Hyderabad. Your family is facing financial difficulties. Write an application to the Principal requesting a concession in your school fees.

Ans :
Sri Chaitanya School
Hyderabad, Telangana - 500001
August 8, 2025
To,
The Principal,
Sri Chaitanya School,
Hyderabad, Telangana
Subject: Request for a fee concession.
Respected Sir/Madam,
I am Rohit Reddy, a student of Class 7 (B). My father recently lost his job, and our family is now facing some financial difficulties. It has become very hard for my parents to pay my school fees.

I am a good student and always get good marks. I do not want to stop my studies because of this problem.

I kindly request you to grant me a full or partial fee concession so that I can continue my education. I would be very thankful for your kindness.

Thanking you,

Yours obediently,
Rohit Reddy
Class 7 (B)

16. You are unwell and have been advised by a doctor to take rest. Write an application to your Principal requesting leave for five days.

Ans :
Modern School
New Delhi - 110065
August 8, 2025
To,
The Principal,
Modern School,
New Delhi
Subject: Application for medical leave.
Respected Sir/Madam,

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I am Maya Singh, a student of Class 7 (A). I am writing to inform you that I am suffering from a high fever and have been advised by my doctor to take complete rest for five days.

Therefore, I will not be able to attend school from August 8 to August 12, 2025. I have attached a copy of the doctor's note with this letter.

I kindly request you to grant me leave for these five days. I will make sure to catch up on all the schoolwork I missed once I return.

Thanking you,

Yours obediently,
Maya Singh
Class 7 (A)

17. You are the head of the school's Science Club. Write an application to your Principal, requesting permission to organize a Science Exhibition for students.

Ans :

Mahaveer Public School
Jaipur, Rajasthan - 302029
August 8, 2025
To,
The Principal,
Mahaveer Public School,
Jaipur, Rajasthan
Subject: Request for permission to organize a Science Exhibition.
Respected Sir/Madam,
I am Arjun Singh, a student of Class 7 (C) and the head of the Science Club. I would like to request permission to organize a Science Exhibition for the students of our school.

This exhibition will help students learn about science in a fun and practical way. It will also give them a chance to show their creative ideas. We plan to hold it in the school auditorium next month.

We hope you will grant us permission to organize this event. We are confident that it will be a great success.

Thanking you,

Yours obediently,
Arjun Singh
Head of Science Club, Class 7 (C)

18. You are Nikhil. You have started painting as a new hobby. It brings you a lot of joy and helps you relax. Write a letter to your best friend, Aditi, telling her about painting and the positive difference it has made in your life.

Ans :

56, Lotus Apartments
NTR Marg
Vijayawada, Andhra Pradesh 520002
July 1, 2025
Dear Aditi,
I hope you are doing great! I wanted to tell you about a new hobby I have started – painting! It has quickly become a source of immense joy for me.

At first, I was just trying out different colors. Now, I am learning different styles and I can even create some landscapes. Painting is a peaceful escape from the stress of daily life. When I paint, I forget about all my worries, and I feel so much calmer.

I think you should try it too. You might find a new talent! Let me know what you think.

Your loving friend,
Nikhil

19. Write a letter to your best friend, telling them about a new hobby you have started, like painting. Describe how it makes you feel and why you enjoy it.

Ans :

56, Lotus Apartments
NTR Marg
New Delhi - 110002
August 8, 2025
Dear Aditi,
I hope you're doing great! I'm so excited to tell you about my new hobby—painting. I've been experimenting with colors and learning to create landscapes and portraits. It's so much fun!

Painting helps me relax and forget about stress. I completely lose track of time when I am working on a new picture. It feels so peaceful and calm to express my thoughts

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and feelings on canvas. I really think you should give it a try too!

Can't wait to see you soon.

Your loving friend,
Nikhil

20. Write a letter to your friend about a recent family vacation to Ooty. Describe the beautiful mountains and the weather.

Ans :

B-15, T Nagar
Chennai, Tamil Nadu - 600017
August 8, 2025
Dear Priya,
I hope you are doing well. I just got back from an amazing trip to Ooty with my family. The mountains were beautiful, and the weather was so cool and pleasant!

We went trekking and visited the famous Botanical Gardens. The tea gardens were especially beautiful to see. The best part was just sitting on the balcony and enjoying the calm, peaceful surroundings. It was a great break from the city heat. I wish you could have been there with us to enjoy it.

Talk to you soon!

Your loving friend,
Lakshmi

21. Write a letter to your friend, congratulating them on winning the first prize in a drawing competition at their school.

Ans :

D-18, Bandra East
Mumbai, Maharashtra - 400051
August 8, 2025
Dear Arjun,
I was so happy to hear that you won the first prize in your school's drawing competition! Congratulations! I heard your drawing of the sunset was incredible.

I always knew you were a great artist. Your hard work and talent have truly paid off, and you should feel very proud. I am so happy for you and proud to call you my friend. You deserve all the praise.

I hope to see your prize-winning drawing soon! Let's celebrate when we meet.

Your best friend,
Ravi

22. Write a letter to your friend, inviting them to your birthday party. Tell them about the venue, time, and date of the party.

Ans :

Flat 401, Sai Teja Towers
Hyderabad, Telangana - 500001
August 8, 2025
Dear Vamsi,
I'm so excited to invite you to my birthday party! I am turning twelve this year, and I can't wait to celebrate with all my friends.

The party will be at my home on August 15, 2025, from 5 PM onwards. We will have lots of fun games, music, and of course, a big birthday cake. I really hope you can come and be a part of the fun.

It won't be the same without you. Please let me know if you can make it!

Your friend,
Karthik

23. Write a letter to your grandparents, describing your school's recent annual sports day. Share your experience and how much you enjoyed the event.

Ans :

21, Vinobapuri
New Delhi - 110024
August 8, 2025
My dear Grandparents,
I hope you are both doing great! I wanted to tell you all about my school's Annual Sports Day, which was held last week. It was so much fun!

I participated in the relay race and my team won the second prize. It was very exciting to race with my friends, and the cheer from the crowd was amazing. The whole school was decorated with flags, and everyone was cheering loudly. I wish you could have been there to watch me. I hope to show you my medal soon.

Lots of love,
Rohan

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24. Write a letter to your friend, telling them about a great new movie you saw. Describe the story and suggest that they should watch it too.

Ans :

D-18, Bandra East
Mumbai, Maharashtra - 400051
August 8, 2025
Dear Meena,
You won't believe what a great movie I saw last weekend! It's called "The Magic Forest." The story is about a group of friends who go on an adventure to find a hidden treasure.

The special effects were amazing, and the story was very exciting. I was on the edge of my seat the whole time! You should definitely watch it.

Let's talk about it when we meet.

Your friend,
Shruti

25. Write a letter to your friend, telling them how you celebrated the festival of Diwali with your family.

Ans :

15, Sector 9
Rohini, New Delhi - 110085
August 8, 2025
Dear Kartik,
I hope you had a great time celebrating Diwali. We had a lot of fun here. My entire family gathered at our home.

We decorated our house with beautiful lights and diyas. In the evening, we performed a puja and then lit sparklers and crackers. The best part was eating all the delicious sweets my mother made.

I hope we can celebrate together next year.

Your friend,
Sanjay



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CHAPTER 9

E-MAIL WRITING

1. INTRODUCTION

An e-mail (short for "electronic mail") is like a digital letter you send using a computer, phone, or tablet. It's a super fast way to send messages to friends, teachers, or family. You can use it for many different things, from inviting a friend to a party to asking your teacher a question. Learning to write a good e-mail is a very important skill!

2. WHY DO WE WRITE E-MAILS?

E-mails are great for a few simple reasons:

1. **Fast and Easy:** You can send important messages in seconds.
2. **Organized:** E-mails save your messages so you can easily find and read them again later.
3. **Clear Details:** E-mails are perfect for sharing important details like the date, time, and place of an event.
4. **Important Records:** Since e-mails are saved, they are a good way to keep a record of what was said.

3. KINDS OF E-MAILS

Just like there are different kinds of letters, there are different kinds of e-mails. For now, let's focus on two main types:

1. **Formal E-mails:** These are for people you don't know very well or for official things. For example, you would write a formal e-mail to your school principal or a company. These e-mails are polite and follow a special format.
2. **Informal E-mails:** These are for people you know well, like your friends and family. You can write these in a friendly, casual way, just like you would talk to them.

4. POINTS TO REMEMBER

When you write an e-mail, keep these simple rules in mind to make sure your message is good:

1. **Subject Line:** This is a short title for your e-mail. It tells the person what your e-mail is about. Make it clear and easy to understand, like "My Birthday Party" or "Question about Homework."
2. **Polite Words:** Always be respectful and use nice words. Start with a greeting like "Dear Mrs. Sharma" or "Hi Rahul."
3. **Clear Message:** Keep your e-mail short and to the point. Don't write a long story. Just share the important details.
4. **Check for Mistakes:** Read your e-mail one more time before you send it to fix any spelling or grammar mistakes.
5. **Your Name:** Always end with your name so the person knows who sent the e-mail.

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5. FORMAT OF AN EMAIL

A well-structured e-mail ensures clarity and professionalism. Learning the correct format helps convey your message effectively. Correct format of an e-mail is given below:

To	recipient@example.com
Cc	[Optional: Add Cc addresses if required]
Bcc	[Optional: Add Bcc addresses if required]
Subject	Application for Leave

Salutation : Dear Sir/Madam, **Body :** **Introduction** I am writing to request leave for three days, from 20th to 22nd January 2025. **Main Content** Due to personal reasons, I will be unable to attend work during these days. I assure you that all pending tasks will be completed beforehand. **Conclusion** Thank you for your understanding and kind consideration. **Closing** Yours sincerely, Name
Attachments | Leave_Application.pdf (if any)

6. PARTS OF AN EMAIL

To write a good email, you need to understand its parts and how to put them together. Parts of an Email are as follows:

1. **To:** This is where you type the email address of the person you're sending the message to. For example, 'teachername@school.com'.
2. **Cc (Carbon Copy):** This lets you send a copy of the email to other people. Everyone can see who else got the email. It's useful if you need to keep a group of people updated.
3. **Bcc (Blind Carbon Copy):** This is similar to Cc, but it's a secret copy. The other people receiving the email won't see the addresses you put here.
4. **Subject:** This is the title of your email. It should be a short phrase that tells the reader what your message is about, like "Question about homework."
5. **Salutation:** This is your greeting. For a teacher, you might write "Dear Ms. Sharma." For a friend, you'd write "Hi Rohan."
6. **Body:** This is the main part of your email where you write your message. It has three main sections:
   (a) **Introduction:** The first sentence or two. Start by saying why you are writing.
   (b) **Main Content:** This is where you give all the important details.
   (c) **Conclusion:** Your final thoughts or a request. End with a polite closing note.
7. **Closing:** This is a polite way to sign off. Examples include "Yours sincerely" for a formal email or "Cheers" for a friend.
8. **Your Name:** After the closing, you write your full name.
9. **Attachments:** If you need to send a file, like a picture or a document, you attach it here. Make sure to mention in the email that you've attached something!

7. SOME IMPORTANT EXAMPLES

1. Write an email to your school's principal asking for permission to hold a science quiz competition for students.

Ans :

To	principal.xyzschool@gmail.com
Subject	Request for Permission to Organize Science Quiz
Dear Dr. Ramesh Gupta, I hope you are doing well. On behalf of the Science Club, I would like to ask for your permission to organize a Science Quiz Competition for students in Grades 8 to 12. We would like to hold the competition on Friday, February 10, 2025, in the school auditorium from 10:00 a.m. to 12:00 p.m. Our goal is to help students get more interested in science, think more deeply, and learn to work together as a team. We are also hoping to invite a local scientist to be a special guest to inspire the students. We would really appreciate your approval to start planning this event. Your support is very important to us and will help make the quiz a success. Thank you, Ananya Mehta Secretary, Science Club XYZ School	

2. Write an email to your friend inviting them to your upcoming birthday party at your house and telling them about all the fun things you have planned for the evening.

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Ans :

To	aditi.friend@gmail.com
Subject	My Birthday Party Invitation!

Hi Aditi,
I hope you're doing great! I'm writing to let you know that I'm hosting a small birthday party, and I'd love for you to join.
The party will be on Saturday, 12th February 2025, at my house, starting at 5 p.m. It'll be a fun evening with lots of games, music, and, of course, cake! There's also a surprise activity planned that I'm sure you'll enjoy.
It wouldn't feel complete without you, so please make sure to come. Let me know if you can make it so I can count you in. I'm looking forward to catching up and having an amazing time together.
Take care and see you soon!
Cheers,
Riya

3. Write an email to your neighbor, inviting their family to join a community clean-up drive to make the locality cleaner and more environmentally friendly.

Ans :

To	neighbor.mittal@gmail.com
Subject	Invitation to Community Clean-Up Drive

Dear Mrs. Mittal,
I hope this email finds you well. I'm writing on behalf of our Residents' Group to invite you and your family to join our Community Clean-Up Drive. It's planned for Sunday, March 5, 2025, from 8 a.m. to 12 p.m.
This activity aims to clean our neighborhood park and nearby areas. We want to make our locality cleaner and healthier for everyone. People helping will meet at the main park entrance. We will give you all the things you need, like gloves and trash bags.
Your help would mean a lot to our community. We really hope you can join us to make a good change. Please tell us if you can come.
Best regards,
Amit Shah
Event Organizer

4. Write an email promoting a limited-time discount offer on cakes for a bakery business and encouraging customers to take advantage of the deal.

Ans :

To	valuedcustomers@bakerydelight.com
Subject	Enjoy 20% Off on All Cakes – Limited Time Offer!

Dear Valued Customer,
We at Bakery Delight are super excited to tell you about a special offer you won't want to miss! For the next 7 days only, you can get 20% off all our yummy, freshly baked cakes. This includes your favorites like chocolate truffle and red velvet!
Come visit our shop at 123 Baker Street, or order online at www.bakerydelight.com to get this tasty deal. Just use the code SWEET20 when you check out.
Hurry, the offer ends Sunday, 12th February 2025! Treat yourself and your family to the best cakes in town.
Best wishes,
Team Bakery Delight

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5. Write an email confirming a booking for a hotel stay for a customer, including all details about their reservation and contact information for queries.

Ans :

To	priyasharma@gmail.com
Subject	Your Booking is Confirmed – Harmony Hotel

Dear Priya Sharma,
Thank you for choosing Harmony Hotel! We are happy to tell you your booking is confirmed:
Booking Details:
Booking Number: HH102345
Check-In Date: 15th March 2025
Check-Out Date: 18th March 2025
Room Type: Deluxe Suite
Your booking comes with free breakfast, Wi-Fi, and room service all day. If you need anything special or help, just email us at info@harmonyhotel.com or call +91-98765xxxxx.
We can't wait to have you stay with us!
Best wishes,
The Harmony Hotel Team

6. Write a newsletter email for a fitness center announcing the launch of a new yoga program designed to improve flexibility and reduce stress for participants of all fitness levels.

Ans :

To	subscribers@fitandflexy.com
Subject	Check Out Our New Morning Yoga Program!

Dear Subscriber,
We're super excited to tell you about our Morning Yoga Program at Fit & Flexy Fitness Center! It starts on Monday, March 1, 2025. This program is made for everyone, no matter how fit you are, and it will help you move better, feel less worried, and be healthier.
Classes will happen every Monday, Wednesday, and Friday from 6 a.m. to 7 a.m. Our expert yoga teachers will guide you. To celebrate, we're giving a 15% discount on your first month's membership. Don't miss this chance to make your mornings better and start your day feeling good! For more information, visit www.fitandflexy.com or call us at +91-98765xxxxx.
Stay Fit,
Team Fit & Flexy

7. Write an email to the manager of a local bookstore, requesting a discount for the bulk purchase of academic and reference books for your school's library.

Ans :

To	manager.localbooks@gmail.com
Subject	Request for Discount on Library Books

Dear Mr. Aman Goel,
I hope you are doing well. I am writing from St. Mary's School Library to ask for a discount on buying many books for our library.
Our list includes school and study books, which are very important for our library. We want to buy them by February 10, 2025. Your help with a discount would be very kind.
Your shop sells great books at good prices, so we hope to work with you. Please tell us about your discounts for many books. We can give more details and hope for a good reply.
Thank you,
Tara Sharma
Library Coordinator
St. Mary's School
Phone: +91-98765xxxxx

8. Write an email to your neighbor inviting their family to a community tree plantation drive that promotes awareness about environmental conservation and greenery in the neighborhood.

Ans :

To	neighbor.mittal@gmail.com
Subject	Invitation to Community Tree Plantation Drive

Dear Mrs. Mittal,
I hope this email finds you well. On behalf of the Green Earth Club in our neighborhood, I am writing to invite you and your family to join a Tree Plantation Drive. It's planned for Sunday, March 16, 2025, from 8 a.m. to 12 p.m. at Rosewood Park.
This event aims to teach everyone about saving our environment and making our area greener. People who help will plant small trees. We will provide all the things you need, like gloves and tools. We think your family joining would make others want to help with this important event.
Please tell us if you can come to the event. We hope you will help us make our neighborhood cleaner and greener.
Warm regards,
Amit Shah
Green Earth Club Coordinator

9. Write an email to the principal of your school, requesting permission for your school team to participate in an inter-school debate competition.

Ans :

To	principal.xyzschool@gmail.com
Subject	Request for Permission for Debate Competition

Dear Dr. Ramesh Gupta,
I hope this email finds you well. I am writing to ask for your permission for our school debate team to join the Inter-School Debate Competition. ABC Public School is holding it on Friday, March 3, 2025.
This competition will help students think better, speak clearly, and feel more sure of themselves. Our school team has always done well in these events. This chance will let them show what they can do and learn from other students.

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Please give us permission to sign up for the event and represent our school.
Thanking you,
Ananya Mehta
Secretary, Debate Club
XYZ School

10. Write an email to the editor of a local newspaper, requesting media coverage for your school's annual cultural program to promote the talents of students and attract community participation.

Ans :

To	editor.localnews@gmail.com
Subject	Request for News Coverage of Annual Cultural Program

Dear Mr. Arvind Mishra,
I hope this email finds you well. On behalf of XYZ School, I am writing to ask your newspaper to cover our Annual Cultural Program. It is planned for Saturday, February 18, 2025, at the school auditorium.
This event celebrates our students' art and culture talents. It includes performances in dance, drama, and music. The program also aims to get our community involved and show how different cultures are part of our school.
We would be happy to have your team cover the event and share the best parts in your newspaper. Please let us know if you need any more details.
Thanking you,
Aarav Mishra
Event Coordinator
XYZ School

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11. Write an email to your teacher, seeking guidance on completing your science project and asking for suggestions to improve its presentation.

Ans :

To	neha.teacher@gmail.com
Subject	Help with Science Project

Dear Ms. Neha Singh,
I hope you are doing well. I am writing to ask for your help with my science project about clean energy ideas. I have finished the research and made a first presentation, but I think it can be better.
Could you please look at my work and suggest ways to make it better and look nicer? I am not sure about showing the numbers and the ending part. If possible, I would like your ideas during school time or when you are free.
Thank you for always helping and encouraging me. I look forward to your suggestions.
Best regards,
Rahul Sharma
Class 7-B

12. Write an email to the manager of a local transport company, requesting them to arrange buses for your school picnic and providing details about the trip.

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Ans :

To	manager.transco@gmail.com
Subject	Request for Buses for School Picnic

Dear Mr. Ravi Malhotra,
I hope this email finds you well. I am writing on behalf of XYZ School to ask for your help in getting buses for our Annual School Picnic, which is planned for Monday, April 10, 2025.
We need three buses for about 150 students and 10 teachers. The picnic spot is Lakeview Park, which is 50 kilometers away from our school. The buses need to pick us up from school at 8:00 a.m. and bring us back by 5:00 p.m.
Please tell us your prices and rules as soon as you can. We would really be thankful for your help in making this trip fun and safe for our students.
Thanking you,
Riya Mehta
Event Coordinator
XYZ School

13. Write an e-mail to the principal of your school, requesting permission to organize a charity drive to support underprivileged children and explaining the purpose of the initiative.

Ans :

To	principal.xyzschool@gmail.com
Subject	Request for Permission for Charity Drive

Dear Dr. Ramesh Gupta,
I hope this message finds you well. I am writing to ask for your kind permission to organize a Charity Drive at our school. This is to help children in our community who do not have much.
The drive wants to collect things like books, clothes, and stationery. These will be given to children who need them through the Hope Foundation. We want to do this event from April 15 to April 20, 2025, in the school lobby during lunch breaks.
We believe this will help children in need and also teach our students to care for others. Please give us permission and share any ideas you have to make this a success.
Thanking you,
Riya Sharma
President, Social Service Club
XYZ School

14. Write an e-mail to your tuition teacher, requesting additional classes to prepare for an upcoming mathematics exam and specifying your areas of difficulty.

Ans :

To	math.tutor@gmail.com
Subject	Request for More Math Classes

Dear Mr. Anil Verma,
I hope you are doing well. I am writing to ask for your help to set up some extra classes. This is to get ready for the upcoming mathematics exam in May.
I have been practicing regularly, but I am finding it hard with coordinate geometry and trigonometry. These topics seem very tricky, and I feel I need more help to understand them better and solve problems easily.
Please let me know if you can give extra lessons in the next few weeks. I truly thank you for your help and hard work in helping us do well.
Best regards,
Aryan Kapoor
Class 10-A

15. Write an e-mail to your friend, sharing details about a school event you participated in and describing your experience of the competition.

Ans :

To	myfriend.rahul@gmail.com
Subject	Sharing My School Event Experience

Hi Rahul,
I hope you're doing great! I wanted to tell you about the school quiz competition I was in last week—it was such an exciting experience!
Our team was from the Blue House. We had to answer questions against three other teams. The questions were tough, from general knowledge to science, but we did well! Guess what? We won first place! It felt amazing to be on stage and answer the final tie-breaking question.
It was a day I'll always remember. Let's catch up soon so I can tell you all the details in person.
Cheers,
Aditi

16. Write an e-mail to the manager of a local community hall, inquiring about the availability and charges for booking the hall for your school's farewell party.

Ans :

To	manager.communityhall@gmail.com
Subject	Question About Hall Availability and Cost

Dear Mr. Rakesh Kumar,
I hope this email finds you well. On behalf of XYZ School, I am writing to ask if your Community Hall is available for our school's Farewell Party. We have scheduled it for Saturday, May 20, 2025.
Could you please tell us about the hall's availability, costs, and the things that come with the booking? We would also like to know about seating and any extra costs for decorations or sound systems.
Hearing from you soon would help us finish our plans and book the hall. Thank you for your help.
Best regards,
Aarav Mishra
Cultural Secretary
XYZ School

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17. Write an e-mail to a publishing house, requesting details about bulk purchasing of textbooks for your school and inquiring about discounts for educational institutions.

Ans :

To	info.publishinghouse@gmail.com
Subject	Question About Buying Many Textbooks

Dear Mr. Ajay Mehra,
I hope this message finds you well. On behalf of XYZ School, I am writing to ask about buying many textbooks for the school year 2025-26.
We are especially interested in your books for English, Mathematics, and Science for Grades 5 to 8. Please share the prices for large orders and tell us if you have any discounts or special offers for schools.
Your quick reply will help us finish our book order. Please let us know if we need to give you any more information.
Thanking you,
Riya Sharma
Library Coordinator
XYZ School

18. Write an e-mail to your cousin, sharing your plans for the summer vacation and inviting them to visit your home for a fun holiday.

Ans :

To	rohan.cousin@gmail.com
Subject	Summer Vacation Plans!

Hi Rohan,
I hope you're doing great! I'm so excited about the upcoming summer vacation and couldn't wait to share my plans with you.
This year, I've planned a mix of fun things. This includes visiting a wildlife park, going on a hike, and trying some cool craft projects. It would be amazing if you could visit us during the holidays. We could do all these fun things together and spend some good time catching up.
Let me know if you can make it. I'm sure it'll be a vacation to remember!
Cheers,
Aryan

19. Write an e-mail to your best friend, sharing your excitement about a recent school event you participated in and inviting them to visit you soon.

Ans :

To	myfriend.aditi@gmail.com
Subject	Guess What Happened!

Hi Aditi,
I hope you're doing great! I couldn't wait to tell you about the amazing Annual Day Event at our school last week. I performed in a group dance, and guess what? We won first prize! It was such a thrilling experience, and the audience loved our performance.
I wish you were here to see it. Let's plan for you to visit soon so we can catch up and have some fun. I'll even show you the video of the performance—I know you'll love it!
Take care and let me know when you're free.
Cheers,
Riya

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20. Write an e-mail to your best friend, telling them about a recent adventure trip you went on and sharing the most exciting parts of the experience.

Ans :

To	mybestfriend@gmail.com
Subject	An Amazing Adventure Trip!

Hi Riya,
I hope you're doing well! I just got back from an adventure trip to the mountains, and I couldn't wait to tell you all about it.
We walked up to the amazing Mystic Falls, which was the best part of the trip. The climb was hard, but the beautiful view from the top was totally worth it! We also went zip-lining and rock climbing, which were exciting and a little scary at the same time.
It was such an unforgettable experience, and I really wish you had been there with me. Let's plan a trip together soon—it'll be so much fun!
Cheers,
Aditi

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21. Write an e-mail to your neighbor, inviting them to a family gathering at your home and sharing the details of the event.

Ans :

To	neighbor.mittal@gmail.com
Subject	Invitation to a Family Gathering

Dear Mrs. Mittal,
I hope this email finds you well. I am writing to invite you and your family to a family gathering we are having at our home on Saturday, March 18, 2025, starting at 6:00 p.m.
The evening will include fun games, music, and a delicious dinner. We would love to have you join us and spend some good time together. Your presence would truly make the occasion special for us.
Please let us know if you will be able to attend. We are looking forward to hosting you and your family!
Warm regards,
Rohit Sharma

22. Write an e-mail to the local municipal authority, requesting them to repair damaged streetlights in your neighborhood to ensure safety and convenience for residents.

Ans :

To	municipal.authority@gmail.com
Subject	Request for Repair of Damaged Streetlights

Dear Mr. Ajay Verma,
I hope this message finds you well. I am writing on behalf of the people living in Greenwood Colony to ask for quick help with the broken streetlights in our area.
Many streetlights, especially on Main Road and Park Avenue, have not been working for weeks. This makes the area dark at night. This has made us worried about the safety of people walking and the security of our neighborhood.
We kindly ask you to arrange for the broken lights to be fixed or replaced as soon as possible. Your quick action will be greatly appreciated by everyone living here.
Thanking you,
Rohit Sharma
Resident, Greenwood Colony

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23. Write an e-mail to your cousin, inviting them to join you on a family trip to the hills during the summer vacation and sharing your excitement.

Ans :

To	mycousin.ayesha@gmail.com
Subject	Family Trip to the Hills – Join Us!

Hi Ayesha,
I hope you're doing well! I'm so excited to share that we've planned a family trip to the hills during the summer vacation, and we'd love for you to join us!
We're heading to Manali from May 15 to May 20, 2025. Our plan includes trekking, visiting beautiful waterfalls, and exploring the local markets. It's going to be an amazing adventure, and your company would make it even more fun.
Let me know if you can make it so we can finalize the arrangements. I can't wait to spend some quality time together among the calm mountains!
Cheers,
Aryan

24. Write an e-mail to your best friend, describing your experience of visiting a historical monument and sharing what you learned during the visit.

Ans :

To	myfriend.ayesha@gmail.com
Subject	My Visit to a Historical Monument

Hi Ayesha,
I hope you're doing great! Last weekend, I visited the amazing Red Fort in Delhi, and it was such an incredible experience. The fort is a perfect mix of history and beautiful buildings, and I could almost imagine the stories the walls must hold.
I learned a lot about how important it was during India's fight for freedom. The light and sound show in the evening told the story of the Mughal time beautifully. It was truly fascinating!
I wish you had been there with me—it would have been even more fun. Let's plan a trip together soon.
Cheers,
Aryan

25. Write an e-mail to your cousin, sharing your excitement about a school trip to a wildlife sanctuary and inviting her to join you on the adventure.

Ans :

To	mycousin.kriti@gmail.com
Subject	Excited About the Wildlife Sanctuary Trip!

Hi Kriti,
I hope you're doing great! I'm super excited about our school trip to Jim Corbett Wildlife Sanctuary next month and couldn't wait to tell you about it.
We'll be exploring the forest, going on a safari, and learning about different kinds of wild animals. It's going to be such an adventure, and I was wondering if you'd like to join us! I'm sure it will be a fantastic experience, and we'll have so much fun together.
Let me know what you think. I'll send you all the details.
Cheers,
Aryan

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CHAPTER 10

STORY WRITING

1. INTRODUCTION

Story writing is the art of creating a fictional or imaginative tale. It involves using words to build a world, characters, and events that captivate a reader's attention. A good story, whether based on a verbal or visual clue, follows a specific structure.

2. WHAT IS VERBAL INPUT?

Verbal input is a clue given in the form of words or phrases. This could be a starting sentence, a title, a proverb, or a few lines of a poem. Your job is to use this input as a seed and grow a complete story from it.

Example of Verbal Input:

It was a dark and stormy night, and the old house on the hill stood eerily silent.....

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3. WHAT IS VISUAL INPUT?

Visual input is a clue given in the form of an image or picture. This could be a photograph, a drawing, or a painting. You need to observe the image carefully, noting the characters, setting, and objects. The story should be inspired by what you see.

Example of Visual Input:



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4. KEY ELEMENTS OF A STORY

Every story is built on these four main pillars:

1. **Characters:** These are the people or animals in your story. A story needs at least one main character (the protagonist) and sometimes an opposing character (the antagonist).
2. **Setting:** This is the time and place where the story happens. It could be a bustling city, a quiet forest, or even a different planet. The setting helps to create the mood of the story.
3. **Plot:** This is the sequence of events that makes up the story. It is the what happens of the narrative. A good plot has a beginning, a middle, and an end.
4. **Moral:** This is the lesson or message the story wants to convey. It is the wisdom or thought you want the reader to take away.

5. STEPS TO WRITE A STORY

Follow these steps to craft a wonderful story:

1. **Understand the Input:** Read the verbal input or look at the visual input carefully. What is the main idea or feeling it suggests?
2. **Brainstorm Ideas:** Think of characters, a setting, and a simple plot that fits the input. Jot down your ideas. For example, if the input is a picture of a park, think about who the children are, why they are there, and what they are doing.
3. **Create an Outline:** A simple outline helps to structure your story.
   - **Beginning:** Introduce your characters and setting. Set the scene and introduce the problem or conflict.
   - **Middle:** This is the main part of the story. Develop the plot, build up the suspense, and describe the challenges the characters face. This is where the story gets exciting.
   - **End:** This is the resolution. Explain how the problem is solved and bring the story to a satisfying conclusion. Don't forget to include the moral.
4. **Write the Story:** Use descriptive language to make your story more vivid. Use strong verbs and interesting adjectives. Start with an engaging sentence to grab the reader's attention.
5. **Review and Edit:** Once you have finished writing, read your story to check for any spelling mistakes, grammatical errors, or confusing sentences. Make sure the story flows smoothly and makes sense.

6. POINTS TO REMEMBER

Here are some key points to remember while writing a story:

1. **Be Original:** Try to think of new ideas and not copy from others.
2. **Show, Don't Tell:** Instead of saying "The boy was scared," you can write, "The boy's hands trembled, and his heart pounded in his chest."
3. **Use Dialogue:** Let your characters talk to each other to make the story more lively.
4. **Maintain a Consistent Tense:** Stick to either the past tense or the present tense throughout your story.

7. SOME IMPORTANT EXAMPLES

1. Given below is an outline of a story. Use the clues and write a story with a moral. Provide a suitable heading.
A thirsty crow... finds a pot of water... can't reach it... water level is low... sees pebbles nearby... an idea strikes him... drops pebbles into the pot... water rises... drinks water... flies away.

Ans :

The Thirsty Crow

On a hot summer day, a crow was very thirsty. He flew here and there in search of water. Finally, he spotted a pot with some water in it. He tried to drink, but the water level was too low. The crow became sad. Just then, he noticed some pebbles on the ground. A clever idea came to his mind. He picked up the pebbles one by one and dropped them into the pot. Slowly, the water level rose until it was high enough for him to drink. The crow happily drank the water and flew away.
Moral: Where there is a will, there is a way.

2. Given below is an outline of a story. Use the clues and write a story with a moral. Provide a suitable heading.
A cap seller passing through a forest... gets tired... sleeps under a tree... monkeys take away all his caps... cap seller wakes up... sees monkeys wearing caps on the tree... he tries to get them back... fails... throws his own cap down in anger... monkeys imitate him... throw their caps down... cap seller collects caps and goes away happily.

Ans :

The Cap Seller and the Monkeys

Once upon a time, a cap seller was passing through a jungle. He felt tired and decided to rest under a large tree. He soon fell asleep.

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A group of mischievous monkeys living on the tree saw his basket of colorful caps. They quickly came down, took the caps, and wore them on their heads.

When the cap seller woke up, he was shocked to see his caps gone. He looked up and saw the monkeys wearing them. He tried to get them back by showing angry gestures, but the monkeys imitated him. In frustration, he threw his own cap on the ground. The clever monkeys, mimicking him again, threw all the caps down. The cap seller quickly gathered his caps, put them back in his basket, and left happily.

Moral: Presence of mind can help solve any problem.

3. Given below is an outline of a story. Use the clues and write a story with a moral. Provide a suitable heading.

An old farmer... has four sons... always quarreling with each other... farmer gets sad... gives them a bundle of sticks... asks each of them to break it... no one succeeds... unties the bundle... asks them to break the sticks individually... they break them easily... farmer tells them that if they remain united, no one can harm them.

Ans :

The Farmer and His Sons

Once, an old farmer had four sons who were always fighting. This made the farmer very sad. One day, he called his sons and gave each of them a bundle of sticks, asking them to break it. The sons tried with all their might, but none of them could.

Then, the father untied the bundle and gave each son a single stick, asking them to break it. This time, they broke the sticks easily. The father then said, "See, it is easy to break one stick, but impossible to break a bundle. In the same way, if you remain united, no one can harm you. But if you fight, you will be weak." The sons understood their father's lesson and promised to live in peace.

Moral: Unity is strength.

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4. Given below is an outline of a story. Use the clues and write a story with a moral. Provide a suitable heading.

Two cats fighting over a piece of bread... they can't decide who gets the bigger piece... a monkey comes along... he offers to help them... he takes a knife and starts to cut... he eats one piece, claiming it's bigger... he keeps doing this until the whole piece of bread is gone... the cats are left with nothing.

Ans :

The Two Cats and the Monkey

Two cats found a piece of bread and began fighting over who should get the bigger share. They could not agree, so they went to a monkey and asked him to divide the bread fairly.

The clever monkey took a knife and cut the bread into two pieces. He looked at one piece and said, "This piece is bigger, I must make it equal," and he ate a bite. Then he looked at the other piece and did the same. He kept repeating this process, taking a bite from each piece, until the entire piece of bread was gone. The foolish cats were left with nothing and learned a valuable lesson about fighting among themselves.

Moral: When you fight, others may benefit.

5. Given below is an outline of a story. Use the clues and write a story with a moral. Provide a suitable heading.

A shepherd boy... bored while watching sheep... shouts "Wolf!" to trick villagers... villagers rush to help... find no wolf and get angry... the boy repeats the trick... one day, a real wolf attacks the sheep... the boy cries for help... villagers think it's another trick... no one comes to help... the wolf kills many sheep... the boy learns his lesson.

Ans :

The Boy Who Cried Wolf

Once, a shepherd boy watching his sheep got bored. To have some fun, he shouted, "Wolf! Wolf!" The villagers heard him and came running to help, but found no wolf. The boy laughed, and the villagers went back angrily. He played the same trick a few days later, and again, the villagers were fooled.

One day, a real wolf came and attacked the sheep. The boy cried out, "Wolf! Wolf! Help!" But the villagers, thinking it was another joke, did not come. The wolf killed many sheep, and the boy was left to regret his dishonesty. He learned that liars are not believed, even when they tell the truth.
Moral: A liar is not believed even when he speaks the truth.

6. Given below is an outline of a story. Use the clues and write a story with a moral. Provide a suitable heading.
An honest woodcutter… lives in a village… one day, his axe falls into a river… he weeps… a goddess appears… brings a golden axe… woodcutter refuses… brings a silver axe… woodcutter refuses again… she brings his iron axe… he accepts it happily… the goddess is pleased with his honesty… gives him all three axes as a reward.

Ans :

The Honest Woodcutter

Once, an honest woodcutter was cutting wood near a river. Suddenly, his axe slipped from his hand and fell into the deep water. He started to weep, as it was his only tool to earn a living.

A kind water goddess appeared and asked him why he was crying. She then dived into the water and returned with a golden axe. "Is this yours?" she asked. The woodcutter said no. The goddess dived again and came back with a silver axe. The woodcutter again said no. The goddess then brought his old iron axe. He happily took it. Pleased with his honesty, the goddess gave him all three axes as a reward.
Moral: Honesty is the best policy.

7. Given below is an outline of a story. Use the clues and write a story with a moral. Provide a suitable heading.
A hungry fox… sees a bunch of grapes hanging on a vine… tries to reach them… jumps again and again… fails to reach them… gets tired and frustrated… walks away saying "The grapes are sour anyway!"

Ans :

The Fox and the Grapes

A hungry fox was walking through a forest when he saw a beautiful bunch of ripe grapes hanging from a vine. His mouth watered, and he jumped to reach them. But the grapes were too high. He jumped again and again, but he failed every time.

Tired and frustrated, the fox finally gave up. As he walked away, he muttered to himself, "I didn't want those grapes anyway. I am sure they are sour." He consoled himself by pretending he didn't want what he couldn't have.
Moral: It is easy to despise what you cannot get.

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8. Given below is an outline of a story. Use the clues and write a story with a moral. Provide a suitable heading.
A hare laughs at a tortoise for being slow… The tortoise challenges him to a race… The race begins… The hare runs fast and gets far ahead… He sees he has a huge lead… decides to take a nap under a tree… the tortoise keeps walking slowly but steadily… he passes the sleeping hare… the hare wakes up late… runs to the finish line… sees the tortoise has already won.

Ans :

The Tortoise and the Hare

A speedy hare once saw a tortoise walking slowly and laughed, "You are so slow, you will never get anywhere!" The tortoise, tired of the hare's teasing, challenged him to a race. The hare agreed, and the race began.

The hare ran very fast and soon was far ahead. He looked back and saw the tortoise was nowhere in sight. Feeling overconfident, he decided to take a nap under a tree. Meanwhile, the tortoise continued to walk slowly but steadily, never stopping. He passed the sleeping hare and reached the finish line first. The hare woke up, but it was too late. The tortoise had won.
Moral: Slow and steady wins the race.

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9. Given below is an outline of a story. Use the clues and write a story with a moral. Provide a suitable heading.
An ant working hard in summer… collecting food for winter… a grasshopper enjoys his time… sings and plays all day… summer passes… winter comes… the grasshopper has no food… goes to the ant… begs for food… the ant refuses… grasshopper is left to starve… learns a lesson.

Ans :

The Ant and the Grasshopper

In a sunny summer, a hardworking ant was busy collecting food and storing it for the coming winter. A lazy grasshopper spent his days singing and dancing, laughing at the ant for working so hard. "Why don't you sing and play with me?" he would ask. The ant would just reply, "I am preparing for the cold winter."

When winter arrived, the grasshopper had no food and was very hungry. He went to the ant and begged for some food. The ant refused, saying, "You sang all summer; now you must starve." The grasshopper realized his mistake and learned the importance of working hard and planning for the future.
Moral: Work today and you can reap the benefits tomorrow.

10. Given below is an outline of a story. Use the clues and write a story with a moral. Provide a suitable heading.
An elephant and a tailor… friends… the elephant passes by a tailor's shop every day… the tailor gives the elephant some food… one day, the tailor's son pricks the elephant's trunk with a needle… the elephant gets angry… it goes to the river… fills his trunk with dirty water… comes back to the tailor's shop… sprays the dirty water on the tailor and his clothes… the tailor learns a lesson.

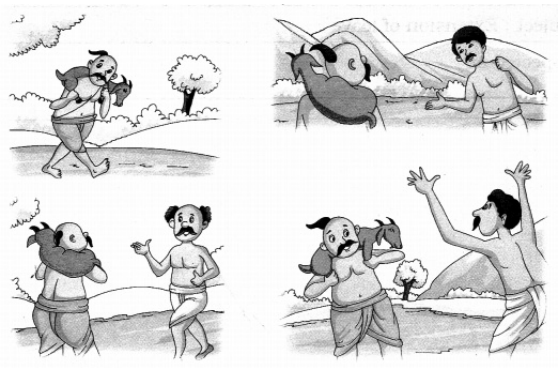
Ans :

The Elephant and the Tailor

A friendly elephant would pass a tailor's shop every day. The kind tailor would always give the elephant some bananas to eat. This continued for many days, and they became good friends. One day, the tailor's naughty son was in the shop. As the elephant came by, the boy mischievously pricked the elephant's trunk with a sharp needle. The elephant cried in pain and went away angry.

The elephant went to a dirty puddle and filled its trunk with muddy water. It returned to the tailor's shop and sprayed the dirty water all over the tailor and his fine clothes. The tailor was very sad and understood his son's mistake. He learned that one should not hurt others, as it can have bad consequences.
Moral: Do not hurt others, as revenge can be bitter.

11. Look at the given pictures. Based on them, construct a short story with moral. Give your story a title.



Ans :

The Man and His Goat

A man was walking to the market, happily carrying his goat on his shoulder. On his way, he met another man who said, "Why are you carrying the goat on your shoulder? You should carry it on your head." The man, confused, did as he was told.

Further on, he met a second man who said, "This is foolish! Goats are meant to be carried on the shoulder." The man quickly put the goat back on his shoulder. Soon, a group of people surrounded him, each giving him different advice on how to carry the goat. One said to hold it, another said to pull it. The man was so confused and frustrated by all the conflicting advice that he simply left the goat and walked away.
Moral: It is impossible to please everyone.

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12. Look at the given pictures. Based on them, construct a short story with moral. Give your story a title.



Ans :

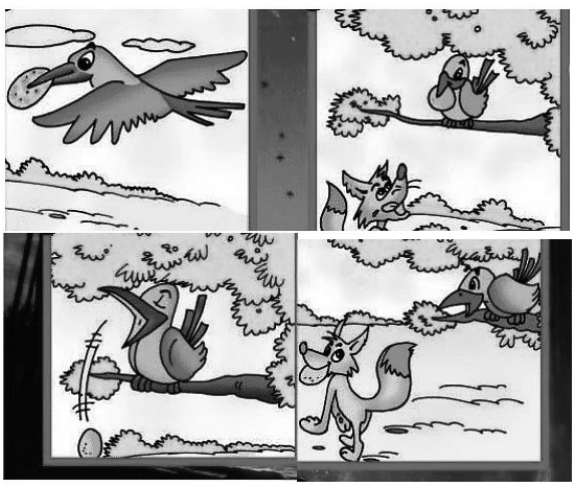
The Two Friends and the Bear

Two friends were walking in a jungle. Suddenly, they saw a big bear coming towards them. One friend, who knew how to climb, quickly climbed up a tall tree. The other friend did not know how to climb, so he lay down on the ground and pretended to be dead.

The bear came closer and smelled the man. Thinking he was dead, the bear left quietly. When the bear was gone, the friend in the tree came down. "What did the bear tell you?" he asked. The man replied, "The bear told me not to trust a friend who leaves you alone in danger." The friend felt very bad and walked away.

Moral: A friend in need is a friend indeed.

13. Look at the given pictures. Based on them, construct a short story with moral. Give your story a title.



Ans :

The Fox and the Crow

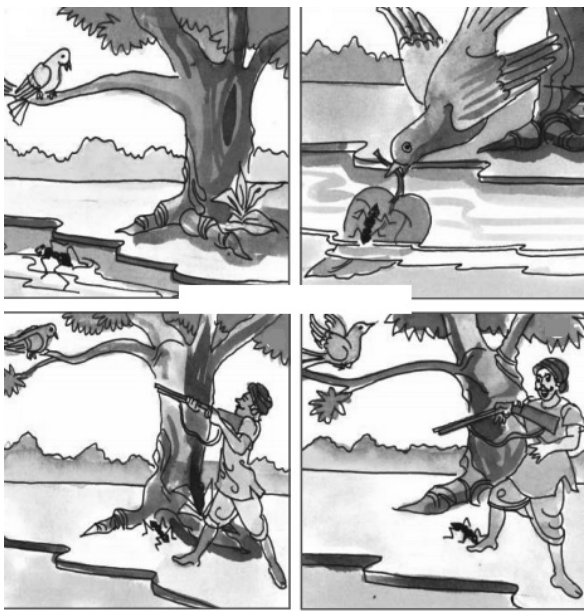
One day, a crow found a piece of bread and flew to a tree to eat it. A hungry fox saw the crow with the food and wanted it. He came and sat under the tree.

The clever fox thought of a plan. He said to the crow, "Oh, beautiful crow, you are so graceful! Your feathers are so shiny, and your voice must be the sweetest in the world. Please sing a song for me." The foolish crow felt very happy with the praise. As soon as he opened his beak to sing, the piece of bread fell to the ground. The fox quickly grabbed it and ran away. The crow was left with nothing to eat and felt very sad.

Moral: Beware of flattery.

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14. Look at the given pictures. Based on them, construct a short story with moral. Give your story a title.



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Ans :

The Dove and the Ant

One hot day, a thirsty ant went to a river to drink water. He lost his balance and fell into the river. A kind dove sitting on a nearby

tree saw the ant struggling in the water. She quickly plucked a leaf and dropped it near the ant. The ant climbed onto the leaf and floated safely to the bank.

Later, a hunter came to the forest. He saw the dove on the tree and aimed his gun at her. The ant saw the hunter and remembered how the dove had saved his life. He quickly crawled up to the hunter and bit him hard on the foot. The hunter cried out in pain and missed his shot. The dove heard the noise and flew away to safety.

Moral: One good turn deserves another.

15. Look at the given pictures. Based on them, construct a short story with moral. Give your story a title.



Ans :

The Lion and the Mouse

One day, a huge lion was sleeping. A little mouse accidentally ran over him and woke him up. The lion was very angry and caught the mouse in his paw. The terrified mouse begged, "Please forgive me, King Lion! I promise I will help you one day." The lion laughed at the small mouse but felt pity and let him go.

Sometime later, the lion was caught in a hunter's net. He roared for help, but no one came. The little mouse heard his roars and quickly ran to the spot. Using his sharp teeth, the mouse gnawed through the strong ropes of the net. The lion was soon free. The lion thanked the mouse and learned that even the smallest friend can be a great help.

Moral: A friend in need is a friend indeed.

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16. Look at the given pictures. Based on them, construct a short story with moral. Give your story a title.



Ans :

The Lion and the Clever Rabbit

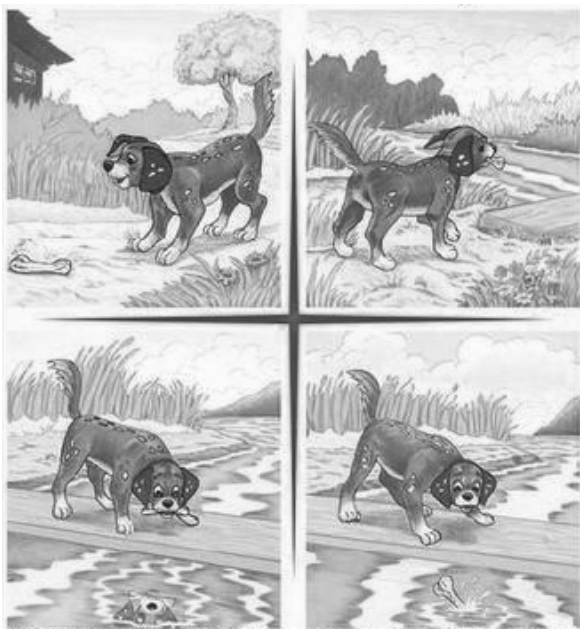
Once upon a time, a mighty lion was a terror to all the animals in the forest. To save themselves, the animals decided to send one of them to the lion every day as his meal. One day, it was a clever rabbit's turn. He arrived late and the lion was very angry.

The rabbit said, "Forgive me, King, but another lion stopped me and claimed to be the real king of the forest." The lion roared in anger and asked to be shown this other lion. The rabbit led him to a well and said, "He lives inside." The foolish lion looked into the well and saw his own reflection. Thinking it was the other lion, he roared and jumped into the well to fight him, but drowned. The animals were finally free from his tyranny.

Moral: Wisdom is better than strength.

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17. Look at the given pictures. Based on them, construct a short story with moral. Give your story a title.



Ans :

The Greedy Dog

Once, a dog found a big bone and was very happy. He held the bone in his mouth and started to walk towards his home. On the way, he had to cross a small bridge over a river.

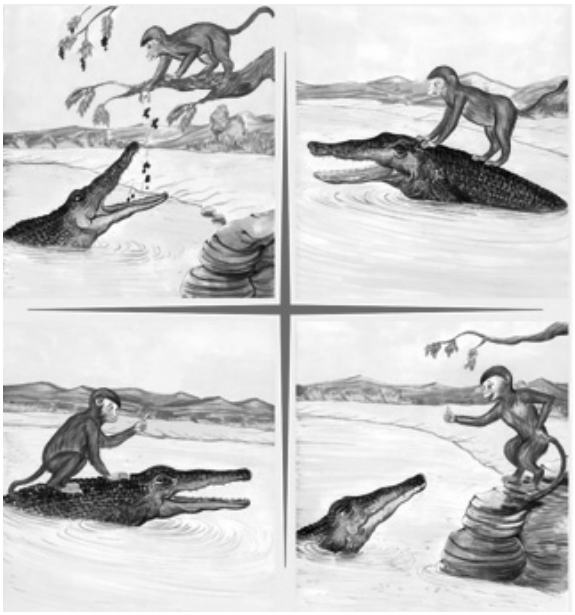
As he was crossing the bridge, he looked down into the water and saw his own reflection. The foolish dog thought it was another dog with a bigger bone. He became greedy and wanted that bone too. Without thinking, he growled and barked at the reflection to scare the other dog away. As he opened his mouth, the bone fell from his mouth into the water. The greedy dog was left with nothing.

Moral: Greed is a curse.

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18. Look at the given pictures. Based on them, construct a short story with moral. Give your story a title.



Ans :

The Monkey and the Crocodile

A clever monkey lived on a riverbank, and a crocodile lived in the river. They became friends, and the monkey would give sweet grapes to the crocodile every day. One day, the crocodile invited the monkey to his home for dinner. The monkey happily agreed and sat on the crocodile's back to cross the river.

In the middle of the river, the crocodile told the monkey, "My wife is very sick, and the doctor said she needs a monkey's heart to get well. I am taking you to her." The monkey, with a quick wit, said, "Oh no! My heart is on the tree. Let's go back so I can get it for you." The foolish crocodile believed him and returned to the bank. The monkey quickly jumped off and climbed the tree, saving his life.

Moral: Wisdom is better than strength.

19. Look at the given pictures. Based on them, construct a short story with moral. Give your story a title.



Ans :

The Fox and the Stork

A cunning fox once invited a stork for dinner. The fox served a delicious soup on a flat plate. The stork, with his long beak, could not drink the soup at all. The fox quickly licked his plate clean, laughing at the stork's helplessness. The stork felt insulted and went home hungry.

A few days later, the stork invited the fox for dinner. She served the food in a tall, narrow jug. The stork easily put her long beak into the jug and ate the food. The fox, with his short snout, could not reach the food inside the jug and had to go home hungry. He understood his mistake and realized that one must treat others as they wish to be treated.

Moral: Treat others as you would like to be treated.

20. Look at the given pictures. Based on them, construct a short story with moral. Give your story a title.



Ans :

The Hen with the Golden Eggs

A poor farmer had a hen that laid one golden egg every day. The farmer was very happy, as he and his wife became rich by selling the eggs. But soon, the farmer became greedy. He thought, "Why should I wait for one egg every day? I will cut open the hen and take all the eggs at once!"

His wife tried to stop him, but the greedy farmer did not listen. He killed the hen, hoping to find a treasure of golden eggs inside her body. To his disappointment, he found nothing. He had lost his hen and the daily golden egg forever. The farmer learned that his greed had led to his ruin.

Moral: Greed leads to loss.

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CHAPTER 1

ARTICLES

1. INTRODUCTION

Articles are small but important words that come before nouns. They tell us if the noun is a specific thing or a general thing. There are three articles in English: **a**, **an**, and **the**. We use **a** and **an** for general or non-specific nouns, and we use **the** for specific nouns. For example, "a dog" could be any dog, but "the dog" refers to a specific one that both the speaker and listener know about. In this lesson, we will learn when and how to use these articles correctly.

2. KINDS OF ARTICLES

There are two kinds of articles.

1. Indefinite Articles - A, An
2. Definite Articles - The

Indefinite Article

A or **An** are called indefinite articles because they are used when we talk about any person or thing in general, not a specific one. They mean "one" or "any." For example,

I saw a boy in the playground.

This means I saw any boy, not a specific one that you know. It could have been any boy.

Definite Article

The is called the definite article because it points out a specific person or thing. We use it when the person or thing is already known to the listener. For example,

I saw a boy in the playground. The boy was playing with a ball.

In the second sentence, we use **the** because we are now talking about a specific boy—the one I just mentioned.

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3. USES OF INDEFINITE ARTICLES 'A', 'AN'

Indefinite articles, **a** and **an**, are used when we talk about a single thing or person that is not specific. They mean "one" or "any."

Rule 1

The choice between **a** and **an** depends on the sound of the first letter of the word that follows.

A is used before words that start with a consonant sound.

a boy, a car, a student, a uniform (because 'u' sounds like 'yoo')

An is used before words that start with a vowel sound.

an elephant, an apple, an hour (because 'h' is silent), an M.P. (because 'M' sounds like 'em')

Rule 2

We use **a** or **an** with a singular noun when we mention it for the first time or when we are talking about any one of its kind.

I need a book.
(Could be any book)
A cow is a useful animal.
(Talking about cows in general)
Twelve inches make a foot.

Rule 3

We use **a** or **an** with certain expressions of quantity, numbers, or rates.

I earn fifty thousand rupees a year.
A dozen mangoes.
Rupees ten a kilo.

Rule 4

We use **a** or **an** in exclamations that begin with "what" or "how" before a singular noun.

What a beautiful day!
What a talented singer!
How fine a view!

Rule 5
When certain verbs are used as nouns, we use **a** or **an** before them.
Let's go for a walk.
I want to have a rest.
She went for a swim.

Rule 6
A or **an** is used in some common phrases.
Take a fancy.
Make a noise.
Tell a lie.
In a hurry.

Rule 7
There is no plural form of **a** or **an**. When we talk about more than one, we use words like 'some' or 'any'.
Incorrect: I need a books.
Correct: I need some books.
Correct: I don't have any oranges.

4. USES OF DEFINITE ARTICLE 'THE'

Rule 1
When we talk of the particular person or a thing as already mentioned, known or under discussion; as,
The book (which you mentioned) is not available in the market.
Let us study the lesson carefully. (lesson in hand)

Rule 2
Before proper noun (unique objects) when they refer to the names of historical buildings, mountain ranges, planets, rivers, oceans, gulfs, groups of islands, holy books, ordinals, descriptive names of countries, states, newspapers, magazines, deserts, superlative degree, names of trains, hotels, shops; as,
The Persian Gulf
The Indian Ocean
The Ranjit
The Himalayas
The Ramayana
The Vedas
The Moon
The Sun
The Earth
The Taj Mahal
The best picture
The first man
The Sahara
The Bay of Bengal
The Rajdhani Express
The Times of India
The Frontline
The North Pole
The Netherland
The Sudan

Rule 3
We use the with a singular noun to talk about a whole group of animals or things. This is a simple way to refer to all of them at once.
The dog is a faithful animal.
(This means all dogs are faithful.)
The rose is a sweet flower.
(This means all roses are sweet.)
The cow is a useful animal.
(This means all cows are useful.)
However, we do not use 'the' when we talk about humans in general.
Man is mortal.
Women are strong.

Rule 4
Before an adjective when it represents a class of persons; as,
The rich should help the poor.
The old are respected by the young.

Rule 5
Before musical instruments; as,
He can play the flute.
She is fond of playing the harmonium.

Rule 6
Befoe the sports cups and trophies; as,
India won the Singer Cup last year.
A number of teams are taking part in the World Cup.

Rule 7
Before physical positions; as,
The top of the mountain.
The back of the house.

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The centre of the market.
The front of the house.

Rule 8
With the cardinal points; as,
The sun rises in the east.
The Himalayas are to the north of India.

Rule 9
Before caste and communities; as,
The Rajputs are brave people.
The Marathas are hard working.

Rule 10
Before the adjectives **same & whole** and after the adjective **all and both** used with plural nouns; as,
This is the same book that you gave me.
The whole class was absent.
All the boys were present there.
Both the brothers were honest.
All sugar is wasted.

Rule 11
Before inventions; as,
The telephone.
The wireless.
The television. (as an invention)
He was watching television.
(**television** is used just as a set.)
He was listening to the radio.

Rule 12
Before the dates; as,
The 10th of May.
The 5th of September.

Rule 13
Before the organs of government; as,
The Judiciary
The legislature

Rule 14
Before the political parties; as,
The BJP.
The Labour Party
The Janta Party.

Rule 15
Before the armed forces; as,
The Army.
The Police.
The Air force.

Rule 16
Before the dynasties, empires, wars, revolutions, centuries; as,
The Gupta dynasty.
The British empire.
The Red revolution.
The Civil war.
The Sixth century.

Rule 17
Before language to signify nationality; as,
The Chinese are hard working.
The Japanese are patriots out and out.

5. OMISSION OF ARTICLES

Sometimes, we do not use the articles **a**, **an**, or **the** at all. This is called the omission of articles. Here are some of the most common times when we do not use them.

Rule 1
We don't use an article when we talk about plural nouns or uncountable things in a general way.
Kangaroos are found in Australia.
(We mean all kangaroos, not specific ones.)
I like to drink milk.
(We mean milk in general, not a specific carton.)

Rule 2
Articles are not used before the names of people.
This is my friend, Raj Mehra.
Dr. Sharma is a great teacher.

Rule 3
We do not use articles before the names of months or days of the week.
He will come on Tuesday.
My birthday is in October.

Rule 4
Articles are not used when we talk about regular meals of the day like breakfast, lunch, or dinner.
What did you have for dinner today?
We had lunch at 1 PM.

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Rule 5

If a word like my, your, his, her, its, our, or their is already in the sentence, we do not use an article.

He stays in my house.

That is her book.

EXERCISES (SOLVED)

Exercise 1

1. Fill in the blank:
I saw _____ movie last night. It was fantastic!
(a) a
(b) an
(c) the
(d) No article is needed

2. Find the error:
My brother is an honest person. My sister is a M.P.
(a) My brother is an
(b) My sister is a M.P.
(c) an honest person.
(d) No error.

3. Choose the best sentence:
(a) The water is essential for life.
(b) A water is essential for life.
(c) Water is essential for life.
(d) An water is essential for life.

4. Fill in two blanks:
We have _____ dog and _____ cat. _____ dog is black.
(a) a, a, A (b) an, a, The
(c) a, a, The (d) an, a, a

5. Which word uses the article 'an'?
(a) uniform (b) university
(c) honest (d) unit

6. In the sentence "He eats lunch at 1 PM", which article is missing?
(a) a
(b) an
(c) the
(d) No article is needed

7. In the sentence "Mount Everest is _____ highest mountain in the world," which article correctly fills the blank?
(a) a
(b) an
(c) the
(d) No article is needed

8. Complete the dialogue:
Person A: "Did you buy _____ book I recommended?"
Person B: "Yes, I did. I started reading it today."
(a) a
(b) an
(c) the
(d) No article is needed

9. Choose the correct sentence:
(a) This is my the book.
(b) This is my a book.
(c) This is the my book.
(d) This is my book.

10. Which sentence correctly uses the article 'the' to refer to a unique object?
(a) She looked at a sun.
(b) She looked at an sun.
(c) She looked at the sun.
(d) She looked at sun.

Ans :

1. (a) a
2. (b) My sister is a M.P.
3. (c) Water is essential for life.
4. (c) a, a, The
5. (c) honest
6. (d) No article is needed.
7. (c) the
8. (c) the
9. (d) This is my book.
10. (c) She looked at the sun.

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Exercise 2

Choose the correct article ('a', 'an', or 'the') to complete each sentence, or choose (X) if no article is needed.

1. I saw _____ movie last night.
2. Do you have _____ pen I lent you?
3. _____ Sun rises in the east.
4. She is _____ honest person.
5. He wants to be _____ engineer.
6. My mother likes to drink _____ milk.
7. _____ Taj Mahal is a beautiful building.
8. I will meet you on _____ Monday.
9. He can play _____ guitar very well.
10. What _____ amazing day!

Ans :

1. a, 2. the, 3. The, 4. an, 5. an, 6. (X), 7. The, 8. (X), 9. the, 10. an.

Exercise 3

Fill in the blanks with suitable articles.

1. Can you turn off _____ light?
2. Is there _____ police station nearby?
3. My sister works in _____ bank.
4. Would you like to eat _____ apple?
5. He goes to the theatre once _____ month.
6. Sri Lanka is _____ island.
7. John got _____ best present.
8. He is _____ honour to his profession.
9. The cow is _____ sacred animal.
10. The German defeated _____ French.

Ans :

1. the, 2. a, 3. a, 4. an, 5. a, 6. an, 7. the, 8. an, 9. a, 10. the.

Exercise 4

Fill in the blanks with 'a', 'an', 'the', or (X) if no article is needed.

My family went to (1) _____ zoo last Sunday. It was (2) _____ very hot day. We saw (3) _____ elephant and (4) _____ lion. (5) _____ lion was sleeping, so we took (6) _____ photograph of (7) _____ elephant instead. We ate (8) _____ lunch at (9) _____ restaurant inside (10) _____ zoo. It was (11) _____ fun day for everyone. My sister said it was (12) _____ best zoo she had ever visited.

Ans :

1. a, 2. a, 3. an, 4. a, 5. The, 6. a, 7. the, 8. (X), 9. a, 10. the, 11. a, 12. the.

Exercise 5

In each sentence below, find the part that has an error with an article. You should rewrite the incorrect part to make the sentence correct.

1. My brother is an honest person, but he is not always on a time.
2. The school bell rings at a hour.
3. I have a good friend who lives in a London.
4. She gave me an one rupee coin as change.
5. The lion is a king of the jungle.
6. My mother eats a breakfast at 8 AM.
7. He is a M.P. from our city.
8. They went to the hospital to meet an doctor.
9. I have read the Ramayana, an holy book.
10. The water is essential for life.

Ans :

	Incorrect	**Correct**
1.	on a time	on time
2.	a hour	an hour
3.	a London	London
4	an one rupee coin	a one rupee coin
5.	a king of	the king of
6.	a breakfast	breakfast
7.	a M.P.	an M.P.
8.	an doctor	the doctor
9.	an holy book	a holy book
10.	The water is	Water is

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CHAPTER 2

NOUN

1. INTRODUCTION

A noun is a word that names a person, place, animal, or thing. Everything we can see or talk about is represented by a word that is a noun. Nouns can be a single word (like 'book') or a group of words (like 'Red Fort'). In this lesson, we will learn about the different kinds of nouns and how to use them.

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2. KINDS OF NOUNS

Nouns can be classified into five main types based on what they name.

1. Proper Noun
2. Common Noun
3. Collective Noun
4. Material Noun
5. Abstract Noun

Proper Noun

A proper noun is the specific name of a particular person, place, or thing. Proper nouns always begin with a capital letter. For example,

People: Rahul, Maria, Mr. Sharma
Places: Delhi, India, Mount Everest
Things: The Times of India, The Red Fort, Samsung

Common Noun

A common noun is a general name for a person, place, or thing. They are not specific and do not begin with a capital letter unless they are at the beginning of a sentence. For example,

People: boy, girl, teacher, doctor
Places: city, country, school, hospital
Things: book, table, phone, car

Collective Noun

A collective noun is a name for a group of people, animals, or things that are considered as one unit. For example,

Group of people: a team of players, a class of students
Group of animals: a flock of birds, a herd of cows
Group of things: a bunch of keys, a bundle of sticks

Material Noun

A material noun is the name of a substance or material from which things are made. For example,

Metals: gold, silver, iron
Foods: milk, sugar, rice
Fabrics: cotton, wool, silk

Abstract Noun

An abstract noun is a name for a feeling, idea, quality, or state of being that we cannot see, touch, hear, smell, or taste. For example,

Feelings: love, anger, happiness, sadness
Ideas: peace, truth, freedom, knowledge
Qualities: honesty, bravery, kindness, beauty

3. FORMATION OF ABSTRACT NOUNS

Abstract nouns are formed from other words like adjectives, verbs, and common nouns. They name qualities, states, or actions.

From Common Nouns

Common Noun	Suffix	Abstract Noun
child	-hood	childhood
mother	-hood	motherhood
brother	-hood	brotherhood
friend	-ship	friendship
leader	-ship	leadership
owner	-ship	ownership
relation	-ship	relationship
king	-dom	kingdom
wise	-dom	wisdom
free	-dom	freedom
slave	-ery	slavery
pirate	-acy	piracy

From Verbs

Verb	Suffix	Abstract Noun
act	-tion	action
educate	-tion	education
collect	-tion	collection
invent	-tion	invention
govern	-ment	government
punish	-ment	punishment
enjoy	-ment	enjoyment
develop	-ment	development
arrive	-al	arrival
refuse	-al	refusal
perform	-ance	performance
allow	-ance	allowance
ignore	-ance	ignorance

From Adjectives

Adjective	Suffix	Abstract Noun
kind	-ness	kindness
happy	-ness	happiness
sad	-ness	sadness
sweet	-ness	sweetness
active	-ity	activity
cruel	-ty	cruelty
simple	-ity	simplicity
brave	-ery	bravery
long	-th	length
deep	-th	depth
TRUE	-th	truth
strong	-th	strength
silent	-ce	silence
obedient	-ce	obedience
important	-ce	importance

4. CLASSIFYING NOUNS IN ANOTHER WAY

Nouns can also be classified based on whether they can be counted.

1. **Countable Nouns:** These are nouns that can be counted. They have both singular and plural forms. We can use numbers with them.
   Example: one pen, two pens; one table, two tables
2. **Uncountable Nouns:** These are nouns that cannot be counted. They only have a singular form. We cannot use numbers with them.
   Example: water, sand, sugar, knowledge
   We use words like "some," "much," or "a lot of" with them. For example, "some water," or "a lot of sugar."

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EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
We saw a _____ of birds flying overhead.
(a) gang (b) pack
(c) flock (d) herd

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2. In the sentence, "Honesty is the best policy," what kind of noun is 'Honesty'?
(a) Proper Noun (b) Common Noun
(c) Abstract Noun (d) Collective Noun

3. Choose the Correct Sentence:
(a) My friend lives in a Delhi.
(b) My friend lives in Delhi.
(c) My friend lives in the Delhi.
(d) My friend lives in an Delhi.

4. Complete the Analogy:
Cow is to milk as sheep is to _____.
(a) wool (b) lamb
(c) herd (d) cotton

5. "The 'class' is excited for the field trip." Which part of the sentence is incorrect?
(a) The (b) class
(c) is excited (d) No error.

6. The plural form of "child" is _____.
(a) childs (b) childrens
(c) childhood (d) children

7. Identify the Uncountable Noun:
(a) pen (b) book
(c) table (d) sugar

8. Complete the Sentence:
I have _____ books, but not enough _____.
(a) a few, knowledge (b) a little, knowledge
(c) a few, knowledges (d) a little, knowledges

9. Identify the Abstract Noun formed from an Adjective:
(a) teacher (b) happiness
(c) friendship (d) government

10. Choose the Best Title for the Nouns: 'Rahul', 'India', 'The Red Fort'
(a) Common Nouns (b) Proper Nouns
(c) Collective Nouns (d) Abstract Nouns

Ans :
1. (c) flock, 2. (c) Abstract Noun, 3. (b) My friend lives in Delhi, 4. (a) wool, 5. (d) No error, 6. (d) children, 7. (d) sugar, 8. (a) a few, knowledge, 9. (b) happiness, 10. (b) Proper Nouns.

Exercise 2

Read each sentence and identify the type of the bold noun. Choose from: Proper, Common, Collective, Abstract, Material.

1. My brother plays for the school **team**.
2. The statue is made of **marble**.
3. We celebrate **Diwali** in October.
4. The old man showed great **wisdom**.
5. My favorite **city** is Delhi.
6. The **Taj Mahal** is a famous monument.
7. A **flock** of birds flew past.
8. His **honesty** is admired by all.
9. The necklace is made of **gold**.
10. The doctor gave **advice** to the patient.

Ans :
1. Collective, 2. Material, 3. Proper, 4. Abstract, 5. Common, 6. Proper Noun, 7. Collective Noun, 8. Abstract Noun, 9. Material Noun, 10. Abstract Noun.

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Exercise 3

Fill in the blanks with the correct noun form.

1. You must show _____ when crossing the road. (brave/bravery)
2. The teacher gave us _____ to solve the problem. (advise/advice)
3. The _____ of the birds was very loud. (chirp/chirping)
4. The children's _____ ended with a party. (child/childhood)
5. He is known for his _____ (kind/kindness).
6. The _____ of the moon causes tides (move/movement).
7. His _____ as a leader is impressive (grow/growth).
8. The _____ of the news made everyone sad (arrive/arrival).
9. He received _____ for his hard work (reward/rewarding).
10. He is a very good _____ (speak/speaker).

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Ans :

1. bravery, 2. advice, 3. chirping, 4. childhood, 5. kindness, 6. movement, 7. growth, 8. arrival, 9. reward, 10. speaker.

Exercise 4

Identify whether the noun in bold is Countable or Uncountable.

1. I need a cup of **tea**.
2. There are many **children** in the park.
3. She has a lot of **toys**.
4. We need more **sugar** for the cake.
5. There are five **apples** in the basket.
6. My dog needs some **food**.
7. Can you pass me the **salt**?
8. I have two **pencils** in my bag.
9. She likes to listen to **music**.
10. He is reading a **book**.

Ans :

1. Uncountable, 2. Countable, 3. Countable, 4. Uncountable, 5. Countable, 6. Uncountable, 7. Uncountable, 8. Countable, 9. Uncountable, 10. Countable.

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CHAPTER 3

PRONOUN

1. INTRODUCTION

A pronoun is a word used in place of a noun to avoid repeating the noun over and over. Pronouns help our sentences sound more natural and less repetitive. For example, instead of saying, "Ram is a good boy. Ram plays cricket," we can say, "Ram is a good boy. He plays cricket." In this lesson, we will learn about the different kinds of pronouns and how to use them.

2. KINDS OF PRONOUNS

Pronouns are divided into several types based on how they are used in a sentence:

1. Personal Pronouns
2. Demonstrative Pronoun
3. Interrogative Pronouns
4. Relative Pronouns
5. Indefinite Pronouns
6. Reflexive Pronouns
7. Distributive Pronouns

Personal Pronouns

Personal pronouns are used in place of nouns that refer to people. Personal pronouns stand for three persons:

1. The person speaking (First person)
2. The person spoken to (Second person)
3. The person spoken of (Third person)

- The pronouns **I** and **we** denote the person or persons speaking. So they are said to be personal pronouns of the First Person.
- The pronoun **you** denotes the person or persons spoken to. So, they are said to be personal pronouns of the Second Person.
- The pronouns **they/he/she/Vijay/Vinita** denote the person or persons spoken of. So, they are said to be personal pronouns of Third Person.

The various forms of personal pronouns are given below:

Person	Singular	Plural
First	I, me, mine	We, us, ours (Used for both masculine and feminine)
Second	You, yours	You, yours (Used for both masculine and feminine)
Third	He, him, his (masculine) She, her, hers (feminine) It (neuter)	They, them, theirs (Used for masculine, feminine and neuter genders)

Personal pronouns change their form depending on whether they are the subject (the one doing the action) or the object (the one receiving the action) of the verb.

1. **Subject Pronouns:** I, We, You, He, She, It, They
   Example:
   I am going to the market.
   We have a new car.
   You are healthy.
   He is a doctor.
   They are playing cricket.

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2. **Object Pronouns:** me, us, you, him, her, it, them

Example:

She gave the book to **me**.
The teacher praised **him** for his hard work.
The dog followed **them** home.
Can you help **us** with this problem?

Demonstrative Pronouns

Demonstrative pronouns are used to point out a specific object or objects.

1. This (for a single thing that is near)
2. That (for a single thing that is far)
3. These (for multiple things that are near)
4. Those (for multiple things that are far)

Example:

This is my favorite pen.
That is their house across the street.
These are the shoes I bought yesterday.
Those are the beautiful flowers in the garden

Interrogative Pronouns

Interrogative pronouns are used to ask questions. They are words like who, what, which, whose, and whom.

Example:

Who is at the door?
What did you eat for lunch?
Which of these books is yours?
Whose car is parked outside?

Relative Pronouns

Relative pronouns are used to join two sentences or clauses together. They refer to a noun that was just mentioned. The most common ones are who, which, and that.

Example:

The boy **who** is wearing a red shirt is my brother.
This is the movie **which** won the award.
The house **that** was built last year is very big.
The person **whom** you met yesterday is my cousin.

Indefinite Pronouns

Indefinite pronouns do not refer to any specific person, place, or thing. They refer to people or things in a general, non-specific way.

Example:

Everybody was present at the meeting.
Nobody helped me with the project.
I can't find my keys; I think **somebody** took them.
Everything is ready for the party.

Reflexive Pronouns

Reflexive pronouns are used when the subject and the object of the sentence are the same. They end in **-self** or **-selves**.

Example:

He hurt **himself** while running.
She taught **herself** how to play the piano.
They decorated the room **themselves**.
I will bake the cake **myself**.

Distributive Pronouns

Distributive pronouns are used to refer to people or things one at a time. The most common ones are each and either.

Example:

Each of the students received a prize.
Either of the two dresses looks good on you.
Neither of them came to the party.
Every one of the children was excited.

EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
My brother loves to play cricket. _____ is the captain of his team.

(a) He (b) I
(c) We (d) She

2. Find the Error:
The children helped himself with the cookies.

(a) The children (b) helped
(c) himself (d) with the cookies

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3. In the sentence, "She gave the book to Rohan," which word does the pronoun **She** replace?
(a) Rohan (b) book
(c) gave (d) a girl's name

4. Choose the Correct Sentence:
(a) This flowers are beautiful.
(b) That flowers are beautiful.
(c) These flowers are beautiful.
(d) Those flowers is beautiful.

5. Which word is an Indefinite Pronoun?
(a) who (b) she
(c) those (d) everybody

6. Find the Correct Pronoun:
This is the house _____ I bought yesterday.
(a) who (b) whom
(c) which (d) whose

7. In the sentence, "Each of the boys received a prize," what kind of pronoun is **Each**?
(a) Reflexive (b) Relative
(c) Distributive (d) Interrogative

8. Complete the Dialogue:
Person A: "_____ is your favorite color?"
Person B: "Blue."
(a) Who (b) What
(c) Which (d) Whose

9. Choose the Correct Reflexive Pronoun:
He taught _____ how to play the guitar.
(a) himself (b) herself
(c) myself (d) itself

10. Which of these words is a plural pronoun?
(a) I (b) They
(c) He (d) She

Ans :
1. (a) He, 2. (c) himself (should be 'themselves'), 3. (d) a girl's name, 4. (c) These flowers are beautiful, 5. (d) everybody, 6. (c) which, 7. (c) Distributive, 8. (b) What, 9. (a) himself, 10. (b) They.

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Exercise 2

Fill in the blanks with the correct pronoun from the two choices given.

1. My sister bought _____ a new dress. (her/herself)
2. The teacher called _____ to the front of the class. (she/her)
3. _____ of these books is yours? (What/Which)
4. My friends and _____ went to the cinema. (I/me)
5. The car _____ is parked outside is mine. (that/what)
6. The dog can wash _____. (it/itself)
7. _____ are going to the zoo tomorrow. (We/Us)
8. He gave the bicycle to _____. (himself/him)
9. Is _____ your jacket on the chair? (this/these)
10. The children made the costumes _____. (themselves/them)

Ans :
1. herself, 2. her, 3. Which, 4. I, 5. that, 6. itself, 7. We, 8. him, 9. this, 10. themselves.

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Exercise 3

Read each sentence and identify the type of the bold pronoun. Choose from: Personal, Demonstrative, Interrogative, Relative, Indefinite, Reflexive, Distributive.

1. My brother loves to play cricket. **He** is the captain of his team.
2. **This** is my book.
3. He taught **himself** how to play the piano.
4. **Everybody** loves a good story.
5. The boy **who** won the race is my friend.
6. **What** is your favorite color?
7. **Each** of the boys has a book.
8. I made the cake **myself**.
9. **They** went to the market.
10. **Those** are the beautiful flowers in the garden.

Ans :

1. Personal, 2. Demonstrative, 3. Reflexive, 4. Indefinite, 5. Relative, 6. Interrogative, 7. Distributive, 8. Reflexive, 9. Personal, 10. Demonstrative.

Exercise 4

Fill in the blanks with the correct pronoun from the box below.

he, me, which, what, that, her, him, it, I, you

1. Mayank loves to read. _____ has a big library.
2. She gave the pen to _____.
3. This is the car _____ broke down yesterday.
4. Can _____ please help me with this box?
5. _____ do you want to eat for dinner?
6. _____ want to go to the park.
7. _____ is the house I live in.
8. The teacher spoke to _____ after class.
9. He gave the gift to _____.
10. The dog wagged _____ tail.

Ans :

1. he, 2. me, 3. which, 4. you, 5. What, 6. I, 7. That, 8. him, 9. her, 10. its.

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CHAPTER 4

ADJECTIVES

1. INTRODUCTION

An adjective is a word that describes a 'noun' or a 'pronoun'. Adjectives give us more information about the qualities of a person, place, animal, or thing. They can describe things like color, size, shape, and feelings. For example, in the phrase "a beautiful flower," the word "beautiful" is an adjective that describes the noun "flower." In this lesson, we will learn about the different kinds of adjectives and how to use them correctly.

2. KINDS OF ADJECTIVES

Adjectives are divided into different types based on how they describe a noun.

1. Adjectives of Quality (Descriptive Adjectives)
2. Adjectives of Quantity
3. Adjectives of Number
4. Demonstrative Adjectives
5. Interrogative Adjectives
6. Possessive Adjectives

Adjectives of Quality

These adjectives describe the 'quality or state' of a noun. They tell us what kind a person, place, or thing is.

Example:

a **beautiful** flower
a **brave** soldier
an **honest** person
a **big** house

Adjectives of Quantity

These adjectives tell us the 'amount or quantity' of a noun. They are used with 'uncountable nouns' and answer the question "How much?"

Example:

much sugar
little water
enough time
some milk

Adjectives of Number

These adjectives tell us the 'number' of a noun. They are used with 'countable nouns' and answer the question "How many?"

Example:

one book
five students
all boys
many chairs

Demonstrative Adjectives

These adjectives point to a specific noun. They are placed right before the noun they are describing.

Example:

This book is mine.
Those flowers are beautiful.
That car is very fast.
These shoes are new.

Interrogative Adjectives

These adjectives are used to ask questions. They are always followed by a noun.

Example:

Which book do you want?
What color is your dress?
Whose pen is this?

Possessive Adjectives

These adjectives show ownership or possession. They are always followed by a noun.

Example:

My dog is friendly.
Her dress is blue.
Our team won the match.
Their house is big.

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3. FORMATION OF ADJECTIVES

Adjectives can be formed from other words like nouns, verbs, and even other adjectives by adding suffixes.

From Nouns

Noun	Suffix	Adjective
hope	-ful	hopeful
beauty	-ful	beautiful
care	-less	careless
dirt	-y	dirty
milk	-y	milky
gold	-en	golden
silk	-en	silken
boy	-ish	boyish
fool	-ish	foolish
talent	-ed	talented
danger	-ous	dangerous
humor	-ous	humorous

From Verbs

Verb	Suffix	Adjective
talk	-ative	talkative
create	-ive	creative
read	-able	readable
wash	-able	washable
enjoy	-able	enjoyable
depend	-ent	dependent
play	-ful	playful
move	-ing	moving
bore	-ing	boring

From Other Adjectives

Adjective	Suffix	New Adjective
red	-ish	reddish
yellow	-ish	yellowish
sweet	-ish	sweetish
short	-ish	shortish
tall	-er	taller
smart	-est	smartest
happy	-er	happier
brave	-est	bravest

EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
My mother gave me _____ money to buy some snacks.
(a) many (b) much
(c) a few (d) an

2. Find the Error:
The sun is more hot today than yesterday.
(a) The sun is
(b) more hot
(c) today than yesterday.
(d) No error.

3. In the sentence, "She wore a beautiful dress," what kind of adjective is the bold word?
(a) Adjective of Quantity
(b) Adjective of Quality
(c) Adjective of Number
(d) Interrogative Adjective

4. Choose the Correct Sentence:
(a) He has two new car.
(b) He has a two new cars.
(c) He has two new cars.
(d) He has the two new car.

5. Choose the Adjective of Number:
(a) some water (b) much sugar
(c) a lot of milk (d) five chairs

6. Which of these words is a comparative adjective?
(a) good (b) best
(c) better (d) well

7. Complete the Dialogue:
Person A: "_____ book do you want to read?"
Person B: "I want to read the red one."
(a) What (b) Which
(c) Whose (d) Who

8. Form a new Adjective from the Noun 'gold':
(a) goldish (b) golden
(c) goldful (d) goldy

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9. Identify the Possessive Adjective:
(a) that (b) these
(c) my (d) some

10. Choose the correct order of adjectives:
(a) a big red ball (b) a red big ball
(c) a ball red big (d) a red ball big

Ans :
1. (b) much, 2. (b) more hot (should be 'hotter'), 3. (b) Adjective of Quality, 4. (c) He has two new cars, 5. (d) five chairs, 6. (c) better, 7. (b) Which, 8. (b) golden, 9. (c) my, 10. (a) a big red ball.

Exercise 2

Read each sentence and identify the type of the bold adjective. Choose from: Quality, Quantity, Number, Demonstrative, Interrogative, Possessive.

1. He is a **brave** soldier.
2. I have **some** milk in my glass.
3. **These** shoes are new.
4. **Whose** pen is this?
5. There are **five** students in the class.
6. He is a good student. **His** grades are excellent.
7. The **heavy** box was hard to lift.
8. I have **much** work to do.
9. She is holding **her** umbrella.
10. **That** movie was very interesting.

Ans :
1. Adjective of Quality, 2. Adjective of Quantity,
3. Demonstrative Adjective, 4. Interrogative Adjective, 5. Adjective of Number, 6. Possessive Adjective, 7. Adjective of Quality, 8. Adjective of Quantity, 9. Possessive Adjective, 10. Demonstrative Adjective.

Exercise 3

Fill in the blanks with the correct adjective from the choices given.

1. My brother is a _____ boy. (brave/bravely)
2. I saw _____ cars parked in the street. (much/many)
3. She is wearing _____ new shoes. (those/that)
4. _____ book is yours? (What/Which)
5. There is _____ water in the glass. (little/few)
6. The sun is _____ today than it was yesterday. (hot/hotter)
7. He is the _____ student in the class. (good/best)
8. I have _____ money to buy a new book. (enough/many)
9. This is _____ pen. (my/me)
10. The elephant is a _____ animal. (big/bigger)

Ans :
1. brave, 2. many, 3. those, 4. Which, 5. little, 6. hotter, 7. best, 8. enough, 9. my, 10. big.

Exercise 4

Change the noun in parentheses to an adjective to complete the sentence.

1. He is a very _____ student. (talent)
2. The road was _____ after the rain. (mud)
3. The box was too _____ to carry. (weight)
4. She wore a _____ necklace. (gold)
5. This story is very _____. (interest)

Ans :
1. talented, 2. muddy, 3. heavy, 4. golden, 5. interesting.

Exercise 5

Match the adjective on the left with the noun it describes best on the right.

	Adjective		**Noun**
1.	brave	(a)	building
2.	fast	(b)	lemon
3.	sour	(c)	soldier
4.	sweet	(d)	runner
5.	tall	(e)	candy

Ans :
1. (c) soldier, 2. (d) runner, 3. (b) lemon, 4. (e) candy, 5. (a) building.

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CHAPTER 5

VERB

1. INTRODUCTION

A verb is a word that shows an action, a state of being, or an event. Every sentence must have a verb. It tells us what the subject of the sentence is doing or being. For example, in the sentence "The boy runs," the word "runs" is a verb that shows an action. In this lesson, we will learn about the different kinds of verbs and how they are used.

2. KINDS OF VERBS

Verbs are divided into different types based on their function in a sentence:

1. Main Verbs (Action Verbs)
2. Helping Verbs (Auxiliary Verbs)
3. State of Being Verbs

Main Verbs (Action Verbs)

Main verbs show an action that a person, animal, or thing does. The action can be something you can see or an action you cannot see.

Example:

The dog **barked** loudly.
I **eat** an apple every day.
She **writes** in her notebook.
They **play** cricket.

Finite and Non-finite Verbs

Main verbs can also be divided into two groups based on how they change their form.

1. **Finite Verbs:** These verbs change their form according to the subject or tense.
   Example:
   He **goes** to school. (changes with the subject 'he')
   They **go** to school. (changes with the subject 'they')
   He **goes** today. (Present Tense)
   He **went** yesterday. (Past Tense)
2. **Non-finite Verbs:** These verbs do not change their form, no matter what the subject or tense is. They are often used with a helping verb.
   Example:
   I like **to read**.
   He likes **to read**. (The verb 'to read' does not change.)
   The boy is **running**.
   The boys are **running**. (The verb 'running' does not change.)

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Helping Verbs (Auxiliary Verbs)

Helping verbs help the main verb to form different tenses, questions, or negative sentences. They are always used with a main verb.

Example:

He **is** singing a song.
They **have** finished their homework.
We **did** not go to the park.
She **was** reading a book.

State of Being Verbs

These verbs describe a state of being or a condition rather than an action. They often connect the subject to a word that describes it.

Example:

He **is** a doctor.
They **were** happy.
The food **was** delicious.
The sky **is** blue.

3. TRANSITIVE AND INTRANSITIVE VERBS

Verbs can also be divided into two groups based on whether they need an **object** to complete their meaning:

1. Transitive Verbs
2. Intransitive Verbs

Transitive Verbs

A transitive verb is a verb that needs an object to receive its action. If you ask "what?" or "whom?" after the verb, the answer is the object.

Example:

He **wrote** a **letter**. (He wrote what? A letter.)
She **kicked** the **ball**. (She kicked what? The ball.)
I **read** a **book**. (I read what? A book.)
My friend **gave** me a **gift**. (My friend gave whom? Me.)

Transitive Verbs with Two Objects

Some transitive verbs can have two objects. One object is the **Direct Object**, which directly receives the action. The other is the **Indirect Object**, which tells us to or for whom the action is done. The Direct Object is usually a thing. The Indirect Object is usually a person or animal.

Example:

He gave **me a book**.
a book is the Direct Object (What did he give?)
me is the Indirect Object (To whom did he give?)
She taught **us a new song**.
a new song is the Direct Object (What did she teach?)
us is the Indirect Object (To whom did she teach?)
My father bought **him a bicycle**.
a bicycle is the Direct Object (What did my father buy?)
him is the Indirect Object (For whom did my father buy?)
The teacher showed **the class a map**.
a map is the Direct Object (What did the teacher show?)
the class is the Indirect Object (To whom did the teacher show?)

Intransitive Verbs

An intransitive verb does not need an object to complete its meaning. It can make a complete sentence all by itself.

Example:

The baby **slept**.
The sun **shines**.
The girl **laughed** loudly.
Birds **fly**.

4. VERB FORMS

Verbs change their form to show when an action happened. This is called tense. Verbs have three main forms that are used to create all the different tenses.

The three main forms are:

1. Base Form (also called Present Form)
2. Past Form
3. Past Participle Form

Many verbs are **regular**, which means they follow a simple rule: just add **-ed** to the base form to make the past and past participle forms. For example, walk → walked, play → played, jump → jumped, wash → washed

Other verbs are **irregular**, which means they don't follow this rule. You have to remember their forms.

Present	Past	Past Participle
be	was, were	been
do	did	done
go	went	gone
eat	ate	eaten
see	saw	seen
take	took	taken
write	wrote	written
sing	sang	sung
drink	drank	drunk
buy	bought	bought

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get	got	gotten (or got)
run	ran	run
tell	told	told
make	made	made
come	came	come
give	gave	given
know	knew	known
become	became	become
begin	began	begun
catch	caught	caught
choose	chose	chosen
draw	drew	drawn
fly	flew	flown
fall	fell	fallen
feel	felt	felt
find	found	found
hold	held	held
hurt	hurt	hurt
leave	left	left
lose	lost	lost
meet	met	met
read	read	read
ride	rode	ridden
set	set	set
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
stand	stood	stood
swim	swam	swum
teach	taught	taught
think	thought	thought
throw	threw	thrown
wake	woke	woken
win	won	won
wear	wore	worn
build	built	built

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spend	spent	spent
send	sent	sent
fight	fought	fought
bite	bit	bitten
break	broke	broken
drive	drove	driven
hide	hid	hidden
lie	lay	lain
rise	rose	risen
shine	shone	shone
shut	shut	shut
stick	stuck	stuck

EXERCISES (SOLVED)

Exercise 1

1. Which word in the sentence is a verb?
The cat sleeps on the mat.
(a) The (b) cat
(c) sleeps (d) mat

2. Which word is the helping verb?
He is running fast.
(a) He (b) is
(c) running (d) fast

3. Which sentence contains a transitive verb?
(a) The baby cried.
(b) The sun shines.
(c) She read a book.
(d) Birds fly.

4. Which sentence contains an intransitive verb?
(a) He wrote a letter.
(b) She drank water.
(c) They play football.
(d) The moon rose.

5. Choose the Correct Verb Form:
I _____ my homework yesterday.
(a) do (b) done
(c) did (d) doing

CHAPTER 6

ADVERB

1. INTRODUCTION

An adverb is a word that describes or gives more information about a verb, an adjective, or another adverb. Adverbs tell us how, when, where, how often, or to what extent an action is done. For example, in the sentence "She runs quickly," the word "quickly" is an adverb that describes the verb "runs." In this lesson, we will learn about the different kinds of adverbs and how they are used.

2. KINDS OF ADVERBS

Adverbs are divided into different types based on the kind of information they provide.

1. Adverbs of Manner
2. Adverbs of Time
3. Adverbs of Place
4. Adverbs of Frequency
5. Adverbs of Degree
6. Interrogative Adverbs

Adverbs of Manner

These adverbs tell us how an action is done. They often end in -ly.

Example:

She writes **neatly**.
He speaks **softly**.
They finished the work **quickly**.
The soldier fought **bravely**.

Adverbs of Time

These adverbs tell us **when** an action is done. They are usually placed at the end of a sentence.

Example:

I will go to the market **tomorrow**.
She came home **late**.
He is leaving **now**.
I saw him **yesterday**.

Adverbs of Place

These adverbs tell us **where** an action is done.

Example:

Please come **here**.
He lives **there**.
I looked for my keys **everywhere**.
The bird is sitting **up**.

Adverbs of Frequency

These adverbs tell us how often an action is done.

Example:

He **always** helps me.
I **sometimes** go for a walk.
She **never** tells a lie.
They **often** visit their grandparents.

Adverbs of Degree

These adverbs tell us 'to what extent' or 'how much' something is done. They modify adjectives or other adverbs.

Example:

The water is **very** cold.
He is **quite** sad.
She is **too** busy to talk.
I am **fully** prepared for the exam.

Interrogative Adverbs

These adverbs are used to ask questions. They are always placed at the beginning of a sentence.

Example:

When will you go to school?
Where is my book?
Why are you sad?
How did you solve the problem?

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8.	the dog	a treat
9.	me	a cup of tea
10.	employees	a bonus

Exercise 5

Complete each sentence by writing the correct form of the verb given in the parentheses.

1. He _____ a letter to his friend yesterday. (write)
2. The baby _____ for three hours. (sleep)
3. The sun _____ brightly in the morning. (shine)
4. My mother _____ dinner for us. (cook)
5. They _____ football in the park now. (play)
6. I _____ a movie tomorrow night. (watch)
7. She _____ to school every day. (go)
8. My sister _____ the most beautiful song. (sing)
9. The dog _____ at the mailman. (bark)
10. The teacher _____ the books to the students. (give)

Ans :

1. wrote, 2. slept, 3. shines, 4. cooked, 5. are playing, 6. will watch, 7. goes, 8. sang, 9. barks, 10. gave.

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CHAPTER 7

CONJUNCTIONS

1. INTRODUCTION

A conjunction is a word that joins words, phrases, or sentences together. They are also known as **connectors** or **linking words** because their job is to connect different parts of a sentence smoothly. For example, in the sentence "She likes tea **and** coffee," the word "and" is a conjunction that joins the two words "tea" and "coffee." In this lesson, we will learn about the different kinds of conjunctions and how to use them.

2. KINDS OF CONJUNCTIONS

Conjunctions are divided into three main types based on how they connect different parts of a sentence.

1. Coordinating Conjunctions
2. Subordinating Conjunctions
3. Correlative Conjunctions

Coordinating Conjunctions

These conjunctions are used to join two words, phrases, or clauses of equal rank. The most common ones are: **for, and, nor, but, or, yet, so** (remembered by the acronym "FANBOYS").

Example:

He ran fast, **but** he missed the bus.
I like to read books **and** watch movies.
You can have a sandwich **or** a salad.
He was sick, **so** he stayed home.

Subordinating Conjunctions

These conjunctions are used to join a main clause with a subordinate clause. The subordinate clause depends on the main clause for its complete meaning.

Example:

I will wait **until** you come back.
He was happy **because** he won the game.
Although it was raining, we went outside.
We will go to the market **if** it doesn't rain.

Correlative Conjunctions

These conjunctions are always used in pairs to join similar ideas or words.

Example:

either...or: You can have either the red book or the blue book.
neither...nor: Neither he nor his brother likes to play football.
both...and: He is both intelligent and hardworking.
not only...but also: He is not only rich but also kind.

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3. USING CONJUNCTIONS

Conjunctions are important because they connect different ideas and make our sentences flow better. They help us show the relationship between words and clauses.

To Show Addition

We use these conjunctions to add one idea to another.

and: He likes to play football and watch movies.
both...and: She is both intelligent and hardworking.
not only...but also: He is not only good at studies but also at sports.

To Show Contrast

These conjunctions are used to join two opposite or contrasting ideas.

but: He ran fast, but he still missed the bus.

3. FORMATION OF ADVERBS

Adverbs can be formed in several ways, most commonly by adding a suffix to an adjective.
Adding '-ly' to an Adjective
This is the most common way to form an adverb.

Example:

quick → quickly
soft → softly
honest → honestly
happy → happily
gentle → gently
loud → loudly

From Adjectives ending in '-y'
If an adjective ends in '-y', we change '-y' to '-i' before adding '-ly'.

Example:

angry → angrily
easy → easily
happy → happily
lucky → luckily

From Adjectives ending in '-le'
If an adjective ends in '-le', we often drop the '-e' and add '-y'.

Example:

gentle → gently
possible → possibly
terrible → terribly

Adverbs with the Same Form as Adjectives
Some adverbs have the exact same form as their adjectives. The meaning depends on how they are used in the sentence.

Example:

Fast: He is a fast runner (adjective).
He runs fast (adverb).
Hard: This is a hard exam (adjective).
He works hard (adverb).
Early: We had an early breakfast (adjective).
We woke up early (adverb).
Late: It was a late arrival (adjective).
He arrived late (adverb).

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EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
He writes his answers _____.
(a) neat (b) neatly
(c) a neat (d) neatest

2. Which word tells us how the action is done?
She speaks softly.
(a) She (b) speaks
(c) softly (d) the

3. Which sentence uses an adverb of time?
(a) He runs fast.
(b) I live there.
(c) She came home late.
(d) She is very tall.

4. Which word tells us where the action is done?
The children are playing outside.
(a) children (b) are playing
(c) outside (d) The

5. Choose the Correct Adverb:
He _____ tells lies.
(a) always (b) sometimes
(c) never (d) often

6. In the sentence, "We often go to the library." which word tells us how often an action is done?
(a) We (b) often
(c) go (d) library

7. In the sentence, "The water is **very** cold," what kind of adverb is the bold word?
(a) Adverb of Manner
(b) Adverb of Frequency
(c) Adverb of Place
(d) Adverb of Degree

8. Complete the following:
_____ do you live?
(a) How (b) When
(c) Why (d) Where

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9. Choose the Correct Adverb Form:
He works _____ at his job.
(a) hard (b) hardly
(c) harder (d) hardest

10. In the sentence, "The sun shines brightly."which word is the adverb?
(a) The (b) sun
(c) shines (d) brightly

Ans :
1. (b) neatly, 2. (c) softly, 3. (c) She came home late., 4. (c) outside, 5. (c) never, 6. (b) often, 7. (d) Adverb of Degree, 8. (d) Where, 9. (a) hard, 10. (d) brightly.

Exercise 2

Fill in the blanks with the correct adverb from the choices given.

1. He drives the car _____. (slow/slowly)
2. I will meet you _____. (tomorrow/tomorrowly)
3. The children are playing _____. (outside/out)
4. She sings a song _____. (beautiful/beautifully)
5. My father _____ goes for a walk in the morning. (often/oftenly)
6. The sun is _____ hot today. (very/too)
7. He speaks _____. (loud/loudly)
8. I finished my homework _____. (quick/quickly)
9. She cried _____ when she fell. (bitter/bitterly)
10. The teacher explained the lesson _____. (clear/clearly)

Ans :
1. slowly, 2. tomorrow, 3. outside, 4. beautifully, 5. often, 6. very, 7. loudly, 8. quickly, 9. bitterly, 10. clearly.

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Exercise 3

In each sentence, identify the adverb and state its type.

1. Ramlal drives the bus slowly.
2. I will go to the market tomorrow.
3. Kids are playing outside.
4. She always tells the truth.
5. The movie was very interesting.
6. She sings a song beautifully.
7. He finished his homework early.
8. My friends live nearby.
9. We never eat junk food.
10. The water is too hot to drink.

Ans :
1. slowly - Adverb of Manner
2. tomorrow - Adverb of Time
3. outside - Adverb of Place
4. always - Adverb of Frequency
5. very - Adverb of Degree
6. beautifully - Adverb of Manner
7. early - Adverb of Time
8. nearby - Adverb of Place
9. never - Adverb of Frequency
10. too - Adverb of Degree

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Exercise 4

Rewrite each sentence by adding an adverb from the parentheses to the correct place.

1. He drives. (slowly)
2. I will meet you. (tomorrow)
3. She sings. (beautifully)
4. The bird flew. (up)
5. He helps me. (always)
6. The dog barked. (loudly)
7. We go to the library. (often)
8. He finished his homework. (quickly)
9. He waited for his friend. (there)
10. The food was delicious. (very)

Ans :
1. He drives slowly.
2. I will meet you tomorrow.
3. She sings beautifully.

4. The bird flew up.
5. He always helps me.
6. The dog barked loudly.
7. We often go to the library.
8. He finished his homework quickly.
9. He waited for his friend there.
10. The food was very delicious.

Exercise 5

Choose a suitable adjective from the box and change it into an adverb to fill in the blanks.

hard, fast, polite, quick, easy, sad, happy, gentle, loud, clear

1. He works very _____ to get good grades.
2. The young boy ran very _____ to catch the bus.
3. She smiled _____ when she saw her friend.
4. The teacher spoke _____ to the shy student.
5. He answered the difficult questions _____.
6. The little girl cried _____ after dropping her toy.
7. The boy finished his homework very _____.
8. He speaks very _____ on the phone.
9. The instructions were explained very _____.
10. The baby cried _____ for his mother.

Ans :

1. hard, 2. fast, 3. happily, 4. gently, 5. easily, 6. sadly, 7. quickly, 8. loudly, 9. clearly, 10. sadly.

Exercise 6

Use the following adverbs in sentences of your own.

1. quietly	2. finally	3. downstairs
4. seldom	5. completely	6. soon
7. inside	8. well	9. down
10. gently		

Ans :

1. The students worked quietly in the library.
2. After a long wait, the bus finally arrived.
3. My brother went downstairs to get a glass of water.
4. He seldom eats junk food.
5. The bottle was completely empty.
6. We will finish our homework soon.
7. It's raining, so we must play inside.
8. She can sing well.
9. The cat climbed down from the tree.
10. He gently placed the baby in the crib.

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6. Choose the Correct Verb Form:
She _____ to school every day.
(a) go (b) went
(c) goes (d) going

7. Identify the Finite Verb:
(a) running (b) to swim
(c) reads (d) written

8. Identify the Non-finite Verb:
(a) to play (b) sang
(c) ran (d) eats

9. Complete the Sentence:
The children _____ for two hours.
(a) has been playing
(b) have been played
(c) have been playing
(d) has been played

10. Choose the Correct Verb:
We _____ to a new house next month.
(a) move (b) moves
(c) will move (d) moved

Ans :
1. (c) sleeps, 2. (b) is, 3. (c) She read a book, 4. (d) The moon rose, 5. (c) did, 6. (c) goes, 7. (c) reads, 8. (a) to play, 9. (c) have been playing, 10. (c) will move.

Exercise 2

Read each sentence and identify the verb.

1. My dog ran to the park.
2. The students read a book.
3. She sings a beautiful song.
4. Birds fly high in the sky.
5. He likes to play football.
6. My mother cooked dinner.
7. The sun shines brightly.
8. I am happy today.
9. They are going to school.
10. The baby slept for an hour.

Ans :
1. ran, 2. read, 3. sings, 4. fly, 5. likes, 6. cooked, 7. shines, 8. am, 9. are going, 10. slept.

Exercise 3

State whether the verb in each sentence is Transitive or Intransitive.

1. He opened the door.
2. Birds fly.
3. I read a book.
4. The sun shines brightly.
5. She wrote a letter.
6. The baby slept soundly.
7. She sings a beautiful song.
8. My father drives a car.
9. The students walked quickly.
10. He eats breakfast every day.

Ans :
1. Transitive, 2. Intransitive, 3. Transitive, 4. Intransitive, 5. Transitive, 6. Intransitive, 7. Transitive, 8. Transitive, 9. Intransitive, 10. Transitive.

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Exercise 4

For each sentence, identify the Indirect Object and the Direct Object.

1. My brother gave me a birthday card.
2. The teacher showed the class a new video.
3. My father bought us a new house.
4. She told him a secret.
5. The chef cooked them dinner.
6. I sent my friend an email.
7. The principal gave the student a prize.
8. They offered the dog a treat.
9. My mother made me a cup of tea.
10. The company gave employees a bonus.

Ans :

	Indirect Object	**Direct Object**
1.	me	a birthday card
2.	the class	a new video
3.	us	a new house
4.	him	a secret
5.	them	dinner
6.	my friend	an email
7.	the student	a prize

yet: She was very tired, yet she continued to work.

although: Although it was raining, we went outside to play.

To Show Choice

These conjunctions give us a choice between two or more options.

or: You can have a sandwich or a pizza for lunch.

either...or: You can either come with me or stay at home.

neither...nor: Neither Rohan nor his brother came to the party.

To Show Reason or Cause

These conjunctions tell us the reason or cause for an action.

because: I stayed home because I was sick.

since: Since you are not busy, you can help me with this.

for: He must have been very tired, for he fell asleep immediately.

To Show a Result

We use these conjunctions to show the result or consequence of an action.

so: He studied hard, so he passed the exam.

so that: He saved money so that he could buy a bicycle.

To Show Time

These conjunctions tell us when an action happened.

when: I was at home when the phone rang.

until: I will wait here until you come back.

before: Please wash your hands before you eat.

after: We can play after we finish our homework.

To Show a Condition

These conjunctions tell us the condition that must be met for something else to happen.

if: If it rains, we will stay home.

unless: You will not pass the exam unless you study hard.

provided that: I will help you provided that you promise to work hard.

EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
He ran fast, _____ he missed the bus.
(a) and (b) but
(c) or (d) so

2. "She was tired, yet she continued to work." What does the conjunction 'yet' show?
(a) addition (b) choice
(c) result (d) contrast

3. Identify the Subordinating Conjunction:
(a) and (b) or
(c) although (d) but

4. Identify the Coordinating Conjunction:
(a) because (b) when
(c) so (d) if

5. Choose the Correct Sentence:
(a) He is not only honest but also kind.
(b) He is not only honest but also kind.
(c) He is not only honest, but also kind.
(d) He is not only honest and also kind.

6. Find the Correct Conjunction:
_____ it was raining, we went outside.
(a) Because (b) Since
(c) Although (d) So

7. Complete the Sentence:
You can have _____ the red book _____ the blue book.
(a) both, and (b) either, or
(c) neither, nor (d) not only, but also

8. Find the Conjunction of Cause:
(a) We will play after we finish our work.
(b) He studied hard, so he passed the exam.
(c) I stayed home because I was sick.
(d) I will wait until you come back.

9. Choose the Best Conjunction:
He was hungry, _____ he went to the kitchen to eat.
(a) and (b) but
(c) so (d) or

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8. I will finish my homework _____ dinner. (after/before/by/until)
9. He came _____ the office an hour ago. (to/into/from/on)
10. The teacher is standing _____ the class. (in front of/under/behind/beside)

Ans :

1. at, 2. under, 3. between, 4. through, 5. since, 6. over, 7. over, 8. before, 9. from, 10. in front of.

Exercise 3

Correct the following sentences:

1. My birthday is in Friday.
2. He is waiting for me at the bus.
3. The shop is among the two schools.
4. The train went on the tunnel.
5. She ran in the house.
6. The cat is hiding in front of the couch.
7. I will meet you at Monday.
8. I have been studying since two hours.
9. The dog jumped on the fence.
10. The car is parked behind the gate.

Ans :

1. My birthday is **on** Friday.
2. He is waiting for me **at** the bus stop.
3. The shop is **between** the two schools.
4. The train went **through** the tunnel.
5. She ran **into** the house.
6. The cat is hiding **behind** the couch.
7. I will meet you **on** Monday.
8. I have been studying **for** two hours.
9. The dog jumped **over** the fence.
10. The car is parked **at** the gate.

Exercise 4

Fill in the blanks with a suitable preposition from the box below.

in, on, at, under, across, from, during, by, beside, over

1. The cat is sleeping _____ the blanket.
2. My brother is waiting _____ the bus stop.
3. We walked _____ the bridge.
4. He came home _____ school.
5. The book is _____ the table.
6. She sat _____ her mother.
7. The students were talking _____ the class.
8. You must finish your work _____ 5 PM.
9. The birds flew _____ the trees.
10. The pencils are _____ the box.

Ans :

1. under, 2. at, 3. across, 4. from, 5. on, 6. beside, 7. during, 8. by, 9. over, 10. in.

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Exercise 4

Fill in the blanks with the correct conjunction to show the relationship given in the parentheses.

1. He went to bed early _____ he was very tired. (Reason)
2. The sky was cloudy, _____ it did not rain. (Contrast)
3. You can have pizza _____ pasta for dinner. (Choice)
4. She studied hard, _____ she got good grades. (Result)
5. I will wait here _____ you return. (Time)
6. The children played _____ they finished their homework. (Time)
7. She is _____ smart _____ beautiful. (Addition)
8. He ran fast _____ he wanted to win the race. (Reason)
9. He promised to help me, _____ he did not. (Contrast)
10. _____ it rains, we will stay home. (Condition)

Ans :

1.because, 2. but, 3. or, 4. so, 5. until, 6. after, 7. both, and, 8. because, 9. but, 10. If.

Exercise 5

Fill in the blanks with the correct correlative conjunctions.

1. He is _____ an intelligent student _____ a good athlete.
2. You can _____ eat the apple _____ the banana.
3. _____ the boy _____ the girl knew the answer.
4. She likes _____ tea _____ coffee.
5. He is _____ a doctor _____ a teacher.
6. You must decide _____ to go _____ to stay.
7. _____ the red book _____ the blue book is on the table.
8. They are _____ going to play _____ going to study.
9. She can speak _____ English _____ French.
10. _____ my mother _____ my father came to the meeting.

Ans :

1. not only, but also, 2. either, or, 3. Neither, nor, 4. both, and, 5. not only, but also, 6. either, or, 7. Either, or, 8. not only, but also, 9. both, and, 10. Neither, nor.

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CHAPTER 8

PREPOSITIONS

1. INTRODUCTION

A preposition is a word that connects a noun or a pronoun to another word in a sentence. Prepositions show the relationship between these words. They often tell us about position, time, or direction. For example, in the sentence "The cat is on the mat," the word "on" is a preposition that shows the position of the cat. In this lesson, we will learn about the different kinds of prepositions and how to use them.

2. KINDS OF PREPOSITIONS

Prepositions are divided into different types based on what kind of relationship they show.

1. Simple Prepositions
2. Compound Preposition
3. Phrase Prepositions

Simple Prepositions

These are single words that are most commonly used. Examples: in, on, at, by, for, from, with, over, under, up, down.

The book is on the table.
He went to the market.
The car is parked at the gate.

Compound Preposition

These prepositions are formed by adding a prefix to a noun, adjective, or adverb. They are written as a single word. Examples: above, across, among, before, behind, inside, outside, without, within.

The bird flew across the river.
He stood behind the door.
We live within the city limits.

Phrase Prepositions

These are groups of words that work together as a single preposition. Examples: in front of, according to, in place of, by means of, on behalf of, in spite of.

He is standing in front of the school.
According to the news, it will rain today.
We won the match by means of teamwork.

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3. USES OF PREPOSITIONS

Prepositions are used to show the relationship between nouns, pronouns, and other words. Here are some of their most common uses.

1. Prepositions of Place (or Position)
2. Preposition of Time
3. Prepositions of Direction (or Movement)

Prepositions of Place (or Position)

These prepositions show the exact position or location of a person or thing. They answer the question "Where?"

Behind

Used to show that something is at the back of an object.

The cat is hiding behind the couch.
The sun disappeared behind the clouds.
He parked his car behind the building.

Beside

Used to show that something is next to an object.

She sat beside her best friend.
There is a lamp beside the bed.
He placed the book beside the notebook.

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On
Used to show that something is on the surface of an object.
London is on the River Thames.
The picture is on the wall.
We live on the third floor.

Under
Used to show that something is directly below or beneath an object.
The ball is under the chair.
The dog is sleeping under the blanket.
There is a secret passage under the house.

Between
Used to show that something is in the middle of two objects.
The shop is between the bank and the school.
He stood between his two parents.
The phone is between the pillows.

In
Used to show that something is enclosed or inside a space.
The pencils are in the box.
She is in the kitchen.
I live in India.

In front of
Used to show that something is in a forward position from an object.
The car is parked in front of the house.
He stood in front of the mirror.
The tree is in front of the gate.

Near
Used to show that something is close to an object.
My school is near the market.
He stood near the door.
The airport is near the city.

Above
Used to show that something is in a higher position than an object, but not touching it.
The painting is above the fireplace.
The birds flew above the trees.
The clouds are above the mountains.

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At
Used for a specific point or small location.
I am at the bus stop.
We met at the market.
He is waiting at the door.

Over
Above or across a surface.
The plane flew over the city.
He jumped over the fence.

Among
In the middle of a group of more than two.
The fox was hiding among the bushes.
She was sitting among her friends.

Prepositions of Time

These prepositions show the time when an action happens. They answer the question "When?"

At
Used for a specific time or festival.
The movie starts at 3 o'clock.
We will meet at Diwali.
I will see you at noon.

On
Used for a specific day or date.
I was born on 15th August.
We have a holiday on Sunday.
The concert is on the 20th of July.

In
Used for a longer period like a month, season, or year.
We go on holiday in December.
I was born in 2010.
The project will be finished in a few weeks.

Since
Used to show a starting point in time.
He has been sleeping since 8 PM.
She has lived here since 2015.
I have been waiting since morning.

For
Used to show a duration of time.
She has been studying for three hours.
I have known him for a long time.
The cat slept for an entire day.

2. **Ordinal Numbers:** Tell the order or position.
   Examples: First, Second, Third, Last
   He was the **first** person to arrive.
   This is the **second** chapter of the book.
   She lives on the **third** floor.
   The **last** student to leave the class was Rohan.

Distributives

Distributive determiners refer to each member of a group individually.

Examples: Each, Every, Either, Neither
Each student has a pen.
Every boy in the class was present.
You can take **either** of the two books.
Neither of the two boys knows the answer.

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EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
There is _____ apple on the table.
(a) a (b) an
(c) the (d) some

2. Find the Correct Determiner:
He has _____ friends.
(a) much (b) any
(c) many (d) little

3. Choose the Correct Sentence:
(a) My friend has a two brothers.
(b) My friend has two brothers.
(c) My friend has the two brothers.
(d) My friend has an two brothers.

4. In the sentence, "**This** book is mine," what type of determiner is the bold word?
(a) Possessive (b) Quantifier
(c) Demonstrative (d) Distributive

5. Choose the Correct Determiner:
He was the _____ person to finish the race.
(a) one (b) two
(c) last (d) both

6. Find the Possessive Determiner:
(a) This (b) Their
(c) Some (d) Every

7. In the sentence, "We have **enough** time to finish the work," what kind of determiner is the bold word?
(a) Possessive (b) Demonstrative
(c) Quantifier (d) Number

8. Identify the Determiner:
_____ student has a pen.
(a) Any (b) Each
(c) Few (d) All

9. Complete the Sentence:
The books are new. _____ books are on the table.
(a) This (b) That
(c) These (d) The

10. Find the Correct Determiner:
I have _____ money.
(a) many (b) a few
(c) little (d) much

Ans :
1. (b) an, 2. (c) many, 3. (b) My friend has two brothers., 4. (c) Demonstrative, 5. (c) last, 6. (b) Their, 7. (c) Quantifier, 8. (b) Each, 9. (c) These,
10. (c) little.

Exercise 2

Fill in the blanks with the correct determiner from the choices given.

1. I have _____ pens. (many/much)
2. She gave me _____ advice. (some/a)
3. My father bought _____ new car. (an/a)
4. There is _____ little water in the bottle. (a/the)
5. He was the _____ person to finish the race. (one/first)
6. Can you pass me _____ book on the table? (a/the)
7. I have _____ friends. (a few/a little)
8. He has _____ money. (little/few)

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EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
The cat is sleeping _____ the bed.
(a) at (b) on
(c) under (d) from

2. Which sentence has a preposition that tells us when something happened?
(a) He walked across the road.
(b) We have a holiday on Sunday.
(c) The book is under the table.
(d) He came from the school.

3. Identify the Preposition of Place:
(a) The movie starts at 3 o'clock.
(b) The students walked through the tunnel.
(c) The car is parked near the gate.
(d) My birthday is in December.

4. Identify the Preposition of Direction:
(a) The shop is between the bank and the school.
(b) The bird flew above the trees.
(c) The cat is hiding behind the couch.
(d) She ran into the house.

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5. Choose the Correct Preposition:
The boy is standing _____ the two trees.
(a) between (b) among
(c) on (d) in

6. Choose the Correct Preposition of Time:
My birthday is _____ Friday.
(a) in (b) at
(c) on (d) by

7. Identify the Phrase Preposition:
(a) He stood behind the door.
(b) The bird flew across the river.
(c) He is standing in front of the school.
(d) He sat beside his friend.

8. Identify the Simple Preposition:
(a) My brother is waiting in front of the door.
(b) She stood behind me.
(c) I live within the city.
(d) The ball is on the ground.

9. Complete the Sentence:
I have lived here _____ 2015.
(a) for (b) by
(c) since (d) until

10. Choose the Correct Preposition of Direction:
The students walked _____ the stairs.
(a) across (b) up
(c) under (d) on

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Ans :

1. (c) under
2. (b) We have a holiday on Sunday.
3. (c) The car is parked near the gate.
4. (d) She ran into the house.
5. (a) between
6. (c) on
7. (c) He is standing in front of the school.
8. (d) The ball is on the ground.
9. (c) since
10. (b) up

Exercise 2

Fill in the blanks by choosing the suitable prepositions given in the bracket:

1. My brother is waiting for me _____ the bus stop. (in/on/at/with)
2. The ball is _____ the chair. (into/over/under/across)
3. She is sitting _____ her two friends. (among/by/beside/between)
4. The train went _____ the tunnel. (to/through/into/along)
5. I have been living here _____ 2018. (for/since/at/on)
6. The dog jumped _____ the fence. (up/down/over/through)
7. The birds flew _____ the clouds. (over/on /in/with)

By
Means "not later than."
You must finish your homework by 5 PM.
Please return the book by Friday.
He promised to call me by tomorrow.

During
Used to show that something happens inside a period of time.
The phone rang during the movie.
He fell asleep during the class.
It rained during the night.

Before
Used to show that something happens at an earlier time than something else.
I will finish my homework before dinner.
The sun rises before noon.
She arrived at the airport before him.

After
Used to show that something happens at a later time than something else.
He arrived at the station after the train left.
You can play after you finish your work.
I eat ice cream after dinner.

Until
Used to show that something continues up to a certain point in time.
I will wait for you until 5 PM.
The store is open until midnight.
You can stay here until he comes back.

Prepositions of Direction (or Movement)

These prepositions show movement from one place to another.

To
Shows movement toward a place.
We are going to the market.
He walked to the bus stop.
She gave the ball to him.

Into
Shows movement from outside to inside.
The boy ran into the house.
He put the book into his bag.
They jumped into the pool.

From
Shows movement away from a place.
He came from the school.
I got a letter from my aunt.
The students returned from the field trip.

Through
Shows movement from one end to the other, usually inside something.
The train went through the tunnel.
We walked through the forest.
Light passed through the glass.

Across
Shows movement from one side to the other.
We walked across the road.
The boat sailed across the lake.
He swam across the river.

Over
Shows movement above something.
The dog jumped over the fence.
The plane flew over the mountains.
He threw the ball over the wall.

Along
Shows movement in a line next to something.
We walked along the riverbank.
He drove along the highway.
The parade moved along the street.

Up
Shows movement from a lower to a higher position.
She walked up the stairs.
He climbed up the tree.
The balloon flew up into the sky.

Down
Shows movement from a higher to a lower position.
He ran down the hill.
The ball rolled down the ramp.
She climbed down the ladder.

Toward(s)
Shows movement in the direction of something, without saying if it reaches it.
The boy walked towards the park.
The car is coming towards us.
The dog is running towards its owner.

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CHAPTER 9

DETERMINERS

1. INTRODUCTION

A determiner is a word that comes before a noun to limit or specify its meaning. It tells us whether the noun is general or specific. For example, in the phrase "a book", the word 'a' tells us that the noun is general. In the phrase "this book," the word 'this' points to a specific book. Determiners are essential because they introduce nouns and help us understand exactly what is being talked about. In this chapter, we will learn about the different kinds of determiners and their uses.

2. KINDS OF DETERMINERS

Determiners are divided into several types based on their function in a sentence:

1. Articles
2. Demonstratives
3. Possessives
4. Quantifiers
5. Numbers
6. Distributives

Articles

Articles are the most common determiners and are used to specify whether a noun is general or specific.

Examples: A, An, The

A boy is playing in the park.
An apple is on the table.
The book I read was interesting.

NOTE :

The topic of Articles has been discussed in detail in a separate chapter. For a full explanation of their usage, you can refer to the chapter on Articles.

Demonstratives

Demonstrative determiners point out a specific person or thing. They are used to show whether the noun is near or far.

Examples: This, That, These, Those

This book is mine. (Singular, near)
That car is very fast. (Singular, far)
These shoes are new. (Plural, near)
Those flowers are beautiful. (Plural, far)

Possessives

Possessive determiners show ownership or possession. They come before a noun and tell us who something belongs to.

Examples: My, Your, His, Her, Our, Their

My dog is very friendly.
His pen is on the desk.
Her dress is blue.
Our team won the match.

Quantifiers

Quantifiers tell us the amount or quantity of a noun.

Examples: Some, Any, Much, Many, Little, Few, All, Enough

There is **some** milk in the glass.
He has **many** friends.
I have **little** money.
We have **enough** time to finish the work.

Numbers

Numbers are used as determiners to specify a count or an order. They are of two types:

1. **Cardinal Numbers:** Tell the exact number.
   Examples: One, Two, Three, Four
   Five apples are in the basket.
   She bought **ten** books.
   He has **three** pens.

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10. "I like tea and coffee." Which word joins the two ideas in the sentence?

(a) I (b) tea

(c) and (d) coffee

Ans :

1. (b) but
2. (d) contrast
3. (c) although
4. (c) so
5. (a) He is not only honest but also kind.
6. (c) Although
7. (b) either, or
8. (c) I stayed home because I was sick.
9. (c) so
10. (c) and

Exercise 2

Fill in the blanks with the correct conjunction from the choices given.

1. I like to play cricket _____ football. (and/but)
2. He was sick, _____ he stayed home. (so/or)
3. She went to the market, _____ she did not buy anything. (and/but)
4. You can have tea _____ coffee. (and/or)
5. He is smart _____ hardworking. (and/so)
6. She ran fast _____ she missed the bus. (but/and)
7. The boy was happy _____ he won the game. (so/because)
8. I will help you _____ you ask me. (if/when)
9. He waited at the bus stop _____ the bus arrived. (until/after)
10. _____ it was raining, we went outside. (Although/Because)

Ans :

1. and, 2. so, 3. but, 4. or, 5. and, 6. but, 7. because, 8. if, 9. until, 10. Although.

Exercise 3

Combine the following sentences using a suitable conjunction from the choices given.

1. He wanted to go for a walk. It was raining. (but/so)
2. I will study hard. I want to pass the exam. (if/because)
3. She likes to read books. He likes to watch movies. (or/and)
4. You can come with me. You can stay here. (but/or)
5. He was sick. He did not go to school. (so/because)
6. The boy was happy. He won the game. (after/when)
7. She went to the market. She bought some vegetables. (and/yet)
8. I will help you. You ask me for help. (if/until)
9. The dog was hungry. He ate all the food. (so/but)
10. The teacher explained the lesson. The students understood. (and/so)

Ans :

1. He wanted to go for a walk, **but** it was raining.
2. I will study hard **because** I want to pass the exam.
3. She likes to read books **and** he likes to watch movies.
4. You can come with me **or** you can stay here.
5. He was sick, **so** he did not go to school.
6. The boy was happy **when** he won the game.
7. She went to the market **and** she bought some vegetables.
8. I will help you **if** you ask me for help.
9. The dog was hungry, **so** he ate all the food.
10. The teacher explained the lesson, **and** the students understood.

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9. _____ student has a pen. (Every/ All)
10. _____ apple a day keeps the doctor away. (A/An)

Ans :

1. many, 2. some, 3. a, 4. a, 5. first, 6. the, 7. a few, 8. little, 9. Every, 10. An.

Exercise 3

Match the determiner on the left with the type of determiner it is on the right.

	Determiner		Type of Determiner
1.	the	(a)	Quantifier
2.	these	(b)	Possessive
3.	her	(c)	Article
4.	five	(d)	Distributive
5.	much	(e)	Number (Cardinal)
6.	first	(f)	Demonstrative
7.	every	(g)	Number (Ordinal)
8.	our		
9.	that		
10.	some		

Ans :

	Determiner	Type of Determiner
1.	the	Article
2.	these	Demonstrative
3.	her	Possessive
4.	five	Number (Cardinal)
5.	much	Quantifier
6.	first	Number (Ordinal)
7.	every	Distributive
8.	our	Possessive
9.	that	Demonstrative
10.	some	Quantifier

Exercise 4

Read each sentence and state whether the use of the determiner is Correct or Incorrect.

1. There is much students in the class.
2. I have little friends in the city.
3. Each boy has a pen.
4. A boy is playing in the park.
5. There is enough water in the bottle.
6. He was the two person to finish the race.
7. The sun rises in a east.
8. I want to buy a pair of jeans.
9. This books are mine.
10. The first chapter of the book is interesting.

Ans :

1. Incorrect (Should be 'many')
2. Incorrect (Should be 'few')
3. Correct
4. Correct
5. Correct
6. Incorrect (Should be 'second')
7. Incorrect (Should be 'the')
8. Correct
9. Incorrect (Should be 'These')
10. Correct

Exercise 5

Fill in the blanks with a suitable determiner from the box below.

a, an, the, some, many, first, third, his, this, those

1. My brother is reading _____ book.
2. He was the _____ person to arrive at the party.
3. I have _____ friends in my class.
4. She gave _____ dog some food.
5. _____ is the house where I live.
6. Please give me _____ water.
7. He lives on the _____ floor.
8. I want to buy _____ apple.
9. Can you see _____ birds flying in the sky?
10. _____ father is a doctor.

Ans :

1. a, 2. first, 3. many, 4. his, 5. This, 6. some, 7. third, 8. an, 9. those, 10. The.

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- He needn't pay your fees right now.
- You need to take a sound sleep.
- Need I speak to him.

Dare

'Dare' is used in the negative and interrogative sentences. The negative is formed by dare not and the interrogative by inversion. It does not take '**s**' in the third person singular present tense.

- I dare not kill this snake.
- How dare you come here?
- Dare we interrupt him?

Used to

To express past habit :

- I used to carry a lunch box to school.
- I used to sing in my young age.

To express the existence of something in the past :

- There used to be a big mansion over here.

Have to

Have to is used with subjects like I, you, we, they, and plural nouns.
To express necessity or obligation:

- We have to attend a class.
- I have to finish my homework.
- They have to wear uniforms to school.

Has to

Has to is used with third-person singular subjects like he, she, it, and singular nouns.
To express necessity or obligation:

- She has to study for her exam.
- The dog has to be fed twice a day.
- He has to be there on time.

Had to

It is the past tense of have to/has to.

- I could not meet you because i had to go to Chennai.
- Ravi didn't have money and had to borrow a thousand rupees.

EXERCISES (SOLVED)

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Exercise 1

1. Complete the slogan, by filling in the blank with the correct option.
When it gets really hot, rain _____ be a blessing.
(a) should (b) will
(c) must (d) ought to

2. A modal is always followed by
(a) V^5 (b) V^4
(c) V^2 (d) V^1

3. Can you lift this box ? What does the underlined modal **can** suggests?
(a) Capacity (b) Competence
(c) Ability (d) Skill

4. The game should be finished by now. What does the underlined modal **should** suggests?
(a) Probability (b) Conjecture
(c) Deduction (d) Prediction

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5. Fill in the blank with the correct option.
You _____ tell the truth.
(a) must (b) would
(c) might (d) can

6. Fill in the blank with the correct option.
_____ you post this letter for me, please?
(a) Must (b) Will
(c) Shall (d) Need

7. Fill in the blank with the correct option.
As you sow, so _____ you reap.
(a) will (b) can
(c) shall (d) may

Should

To express duty/obligation or advise:

- We should obey our parents. (Duty)
- You should exercise daily. (Advise)

To express purpose after lest (expression of fear):

- Work hard, lest you should fail.
- They hired a taxi lest they should miss the train.

May

To express possibility :

- Sophia may turn up today.
- It may rain today.

To express permission :

- You may go now.
- May I come in, Sir?

To express wish, faith, hope :

- May God bless you!
- May you live long!

To express a purpose :

- She is working hard so that she may win a scholarship.

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Might

To express less possibility :

- She might come today.
- It might rain tonight.

To express permission :

- Might I raise a question?

Can

To express permission :

- You can go now.
- He can stay here.
- Can I smoke here?

To express possibility :

- This can be true.
- Anyone can make mistakes.

To express ability or capacity :

- I can climb this mountain.
- Hritik Roshan can dance very well.

Could

To express ability/capacity in the past :

- She could dance very well in the youth.
- I could give him an answer if he had asked me.

To express a polite request :

- Could I borrow your book?
- Could you wait for some time?

To express possibility under certain conditions:

- If we had money, we could buy a car.
- It could not be true.

Must

To express obligation or duty :

- You must work hard.
- Soldiers must obey the orders of their officers.
- We must not cheat others.

To express necessity or compulsion :

- The letter must be written today.
- She must do as I say.

To express emphatic advice or determination:

- You must see a doctor at once.
- You must not leave before you finish your breakfast.

To express assumption, conclusion, certainty/ strong probability :

- The Postmaster must be in his office at this time.
- She must be twenty one.
- He must have reached by now.

Ought to

To express the subject's obligation or duty :

- We ought to respect our parents.
- We ought not to deceive anyone.

To give advice :

- You ought to mediate for mental peace.

Need

To show absence of necessity or compulsion in the negative or interrogative :

- The negative is formed by need not and the interrogative by inversion.

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CHAPTER 10

MODALS

1. INTRODUCTION

Modal verbs (also called modal auxiliaries) are special helping verbs. They are not main verbs. Instead, they work with a main verb to add extra meaning to a sentence. They can express ideas like ability, permission, advice, obligation, or possibility. The main modal verbs are: can, could, may, might, will, would, shall, should, must etc. They are never used alone and do not change their form, no matter what the subject is.

2. RULES FOR USING MODALS

Key rules for using modals are given below:

1. A modal is always followed by the **base form** of the main verb (without 'to').
   Incorrect: I can to swim.
   Correct: I can swim.
2. Modals do not change their form for different subjects.
   Incorrect: He cans swim.
   Correct: He can swim.
3. You cannot use two modals together.
   Incorrect: He will can help you.
   Correct: He will be able to help you.

3. USES OF MODALS

Uses of different modals are given below:

Will

To express the pure future :

- You will see me at the mall.
- The Chairman will deliver the speech.

To express willingness, intention, promise, determination with the first person (I, We) :

- I will write the letter for you. (Promise)
- I will help you. (Willingness/Intention)
- They will win the match. (Determination)

Shall

To express pure future :

- We shall overcome someday.
- I shall help you.

To ask for advice, suggestion, request etc. with the first person (I, We) in the interrogative :

- Shall I bring a cup of coffee for you? (Request)
- Shall I open the door? (Advice)
- Shall we meet tomorrow? (Suggestion)

Would

To express a habit :

- He would rise early in the morning and go for a walk.
- He would sit for hours reading this book.

To express a polite request :

- Would you open the door, please?
- Would you mind standing here?

To express a wish, preference :

- I wish you would come with us.
- Would that (I wish) he were here.
- I would rather have a coffee than milk.
- I would like to come with you.

To express an imaginary condition :

- I would do it, if I were allowed.
- I would buy a bike if I won a lottery.

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8. Fill in the blank with the correct option.
How _____ you speak to me like that?
(a) can (b) dare
(c) will (d) may

9. Fill in the blank with the correct option.
One _____ love one's neighbours.
(a) used to (b) ought to
(c) dare (d) could

10. Fill in the blank with the correct option.
_____ you open the gate, please?
(a) May (b) Might
(c) Will (d) Would

Ans :
1. (b) will, 2. (d) V^1, 3. (c) Ability, 4. (d) Prediction, 5. (a) must, 6. (b) Will, 7. (c) shall, 8. (b) dare, 9. (b) ought to, 10. (d) Would.

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Exercise 2

Fill in the blanks with the correct modal verb from the choices given.

1. We don't _____ go to school on sunday. (have to/has to)
2. She _____ run very fast when she was younger. (could/should)
3. _____ I borrow your pencil, please? (May/Must)
4. You _____ eat more fruits and vegetables to stay healthy. (might/should)
5. It _____ rain later, so don't forget your umbrella. (might/have to)
6. He _____ speak three languages fluently. (can/must)
7. We _____ be on time for the meeting. (might/should)
8. You _____ not talk during the movie. (can/must)
9. _____ you help me with this box? (Could/Must)
10. He _____ wear glasses for reading. (has to/have to)

Ans :
1. have to, 2. could, 3. May, 4. should, 5. might, 6. can, 7. should, 8. must, 9. Could, 10. has to.

Exercise 3

Choose the best modal verb to complete each sentence.

1. He _____ speak three languages: English, Spanish, and French. (can/must)
2. You _____ wear a helmet when you ride a bicycle. It's the rule. (should/must)
3. It _____ rain later, so we should bring an umbrella. (might/will)
4. _____ I come in, please? (very polite) (Can/May)
5. When I was a child, I _____ swim very well. (can/could)
6. You _____ study hard if you want to pass your exams. (must/might)
7. He _____ be at the library, but I'm not sure. (may/will)
8. We _____ help the old man cross the road. It's the right thing to do. (must/should)
9. You _____ not talk loudly in the hospital. (can/must)
10. _____ you please pass me the salt? (polite request) (Can/Could)

Ans :
1. can, 2. must, 3. might, 4. May, 5. could, 6. must, 7. may, 8. should, 9. must, 10. Could.

Exercise 4

Identify the error in the given sentences and supply the corrections.

1. My class teacher told me that I can work hard.
2. He said I will use his car whenever I wanted.
3. I remember my promise. I would help you in the hour of your need.
4. You may be hungry after all that walking.
5. You could not disturb him during his work.

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6.	The teacher	gave homework.
7.	The birds	are flying in the sky.
8.	My friends and I	went to the zoo.
9.	The dog	barked loudly.
10.	The moon	shines at night.

Exercise 3

Read each sentence and identify its type based on meaning. Choose from: Assertive, Interrogative, Imperative, Exclamatory.

1. What a beautiful day!
2. The students are studying for the test.
3. Please close the door.
4. Where is my book?
5. She is a good singer.
6. Are you going to the market?
7. Go to your room right now.
8. Hurrah! We won the match!
9. He does not like to eat vegetables.
10. Do not touch that wire.

Ans :

1. Exclamatory, 2. Assertive, 3. Imperative, 4. Interrogative, 5. Assertive, 6. Interrogative, 7. Imperative, 8. Exclamatory, 9. Assertive, 10. Imperative.

Exercise 4

Re-arrange the words to form meaningful sentences. Put suitable punctuation marks at the end.

1. a beautiful / sight / what / is this
2. the bus / did / you / miss
3. my mother / a book / me / gave
4. the park / children / are playing / in the
5. a boy / is / that / good
6. to your / go / room / now
7. the sun / in the east / rises
8. I / will buy / a new car / soon
9. the cat / on the mat / is sleeping
10. you are / so kind / how

Ans :

1. What a beautiful sight this is!
2. Did you miss the bus?
3. My mother gave me a book.
4. The children are playing in the park.
5. That is a good boy.
6. Go to your room now.
7. The sun rises in the east.
8. I will buy a new car soon.
9. The cat is sleeping on the mat.
10. How kind you are!

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Exercise 5

Read each sentence and classify it based on its structure. Choose from: Simple, Compound, Complex.

1. My dog barked loudly at the stranger.
2. He failed the exam because he did not study well.
3. The sun is shining, and the birds are singing.
4. She sings a song.
5. Although it was raining, we went outside to play.
6. I went to the store, but it was closed.
7. The little boy cried.
8. He likes to read books, and his sister likes to watch movies.
9. He waited at the bus stop until the bus arrived.
10. The teacher gave the students homework.

Ans :

1. Simple, 2. Complex, 3. Compound, 4. Simple, 5. Complex, 6. Compound, 7. Simple, 8. Compound, 9. Complex, 10. Simple.

Exercise 6

Read each sentence and identify its type based on both Meaning and Structure.

1. What a surprising gift you have given me!
   Meaning : _____
   Structure : _____

CHAPTER 11

THE SENTENCE

1. INTRODUCTION

A sentence is a group of words that makes complete sense. It is the basic unit of language and expresses a complete thought or idea. A sentence always begins with a capital letter and usually ends with a full stop (.), a question mark (?), or an exclamation mark (!). A sentence must have a subject and a verb to be complete. Understanding sentences is the first step to writing and speaking correctly. In this chapter, we will learn about the main features of a sentence and its different types.

2. CHARACTERISTICS

Here are some key features that define a complete sentence.

1. **Complete Sense:** A sentence must make complete sense. It cannot be just a random collection of words.
   Incorrect: on the table a book is.
   Correct: A book is on the table.
2. **Subject and Verb:** A sentence must have a subject and a verb. The subject is who or what the sentence is about, and the verb is the action or state of being.
   Example: She writes a letter. (**Subject:** She, **Verb:** writes)
3. **Capital Letter:** A sentence always begins with a capital letter.
4. **Punctuation Mark:** A sentence always ends with a punctuation mark (., ?, !).

3. THE SUBJECT AND THE PREDICATE

Every complete sentence has two main parts: a Subject and a Predicate.

The Subject

The Subject is the person, place, animal, or thing that the sentence is about. It is the noun or pronoun that performs the action or is in a certain state of being.

Example:

The cat is sleeping.
(The sentence is about 'The cat'.)
He is a student.
(The sentence is about 'He'.)
My mother and father went to the market.
(The sentence is about 'My mother and father'.)

The Predicate

The Predicate is the part of the sentence that tells us something about the subject. It always includes the verb and all the words that follow it.

Example:

The cat **is sleeping**.
(Tells us what the cat is doing.)
He **is a student**.
(Tells us what he is.)
My mother and father **went to the market**.
(Tells us what they did.)

4. SENTENCES BASED ON MEANING

Sentences are classified into four types based on the purpose they serve.

1. Assertive or Declarative Sentences
2. Interrogative Sentences
3. Imperative Sentences
4. Exclamatory Sentences

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Assertive or Declarative Sentences

These sentences state or declare something. They can be either positive or negative and end with a full stop (.).

Example:

The sun rises in the east. (Positive)
He does not play cricket. (Negative)
We are going to the zoo tomorrow.
The boy is not well.

Interrogative Sentences

These sentences are used to ask questions. They always end with a question mark (?).

Example:

Where are you going?
Are you happy?
Did she finish her homework?
What is your name?

Imperative Sentences

These sentences express a command, a request, or an advice. They usually end with a full stop (.).

Example:

Please give me a glass of water. (Request)
Go to your room. (Command)
Always speak the truth. (Advice)
Do not make a noise. (Command)

Exclamatory Sentences

These sentences express a strong feeling or emotion, such as joy, sorrow, surprise, or anger. They always end with an exclamation mark (!).

Example:

What a beautiful flower!
How sad the news is!
Hurrah! We won the match!
What a fool he is!

5. SENTENCES BASED ON STRUCTURE

Sentences can also be classified into three types based on their structure.

1. Simple Sentences
2. Compound Sentences
3. Complex Sentences

Simple Sentences

A simple sentence contains only **one main clause**. It has a single subject and a single verb.

Example:

She is singing a song.
The dog barked loudly.
My mother cooked dinner.
He writes a letter.

Compound Sentences

A compound sentence is made of **two or more independent clauses**. These clauses are joined by coordinating conjunctions like **and, but, or**. Each clause can stand alone as a complete sentence.

Example:

He ran fast, **but** he missed the bus.
I finished my homework, **and** I went to play.
You can stay here, **or** you can go home.
She is beautiful, **and** she is intelligent.

Complex Sentences

A complex sentence contains one main clause and at least one **subordinate clause**. The subordinate clause cannot stand alone as a complete sentence and depends on the main clause for its meaning. They are joined by subordinating conjunctions like **because, since, although, when, where**.

Example:

He failed **because he did not study**.
I waited at the station **until the train arrived**.
When I was young, I used to play football.
We will go to the zoo **if it doesn't rain**.

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EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
A group of words that makes complete sense is called _____.

(a) a phrase (b) a clause
(c) a verb (d) a sentence

2. "The sun rises in the east.", what kind of sentence is this?
(a) Interrogative (b) Assertive
(c) Imperative (d) Exclamatory

3. Choose the Correct Sentence:
(a) what is your name?
(b) What is your name.
(c) What is your name!
(d) What is your name?

4. "What a beautiful day!", what type of sentence is this?
(a) Imperative (b) Exclamatory
(c) Declarative (d) Assertive

5. Find the Imperative Sentence:
(a) Please sit down.
(b) We are going to the park.
(c) Are you coming with me?
(d) What a wonderful surprise!

6. Identify the Simple Sentence:
(a) He ran fast, but he missed the bus.
(b) He ran fast because he was late.
(c) He ran fast.
(d) Although he ran fast, he missed the bus.

7. Identify the Compound Sentence:
(a) I went to the market.
(b) I went to the market and I bought a pen.
(c) I went to the market because I needed a pen.
(d) When I went to the market, I bought a pen.

8. Identify the Complex Sentence:
(a) The boy smiled.
(b) The boy smiled, and he waved at me.
(c) The boy smiled after he saw me.
(d) The boy smiled, but he did not wave at me.

9. Choose the Correct Punctuation:
"Please pass the salt"
(a) Please pass the salt!
(b) Please pass the salt.
(c) Please pass the salt?
(d) Please pass the salt,

10. Find the Error:
The sun is a star.
(a) The sun is
(b) a star.
(c) The sun is a star.
(d) No error.

Ans :

1. (d) a sentence
2. (b) Assertive
3. (d) What is your name?
4. (b) Exclamatory
5. (a) Please sit down.
6. (c) He ran fast.
7. (b) I went to the market and I bought a pen.
8. (c) The boy smiled after he saw me.
9. (b) Please pass the salt.
10. (d) No error.

Exercise 2

Divide each sentence into its Subject and Predicate.

1. The students are playing in the park.
2. My little brother ate an apple.
3. The sun rises in the east.
4. She sings a beautiful song.
5. All the children are watching a movie.
6. The teacher gave homework.
7. The birds are flying in the sky.
8. My friends and I went to the zoo.
9. The dog barked loudly.
10. The moon shines at night.

Ans :

	Subject	**Predicate**
1.	The students	are playing in the park.
2.	My little brother	ate an apple.
3.	The sun	rises in the east.
4.	She	sings a beautiful song.
5.	All the children	are watching a movie.

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Ans :

	Error	Correction
1.	can	should
2.	will	could
3.	would	will
4.	may	must
5.	could not	must'nt

Exercise 5

Meera has written a dialogue between two friends. But she has used the wrong modals. Find the incorrect modals and replace them with the correct ones in each line.

1. **Sonu :** Where's Vikas? He can have been here half an hour ago.
2. **Vicky :** He should have got lost. He is still new to this town.
3. **Sonu :** He can have forgotten all about the plan, I suppose.
4. **Vicky :** He may not have forgotten. We are talking about it this morning.
5. **Sonu :** Well, something can have delayed him.

Ans :

	Incorrect	Correct
1.	can	should
2.	should	may
3.	can	could
4.	may not	can't
5.	can	must

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2. I went to the market and I bought some vegetables.
   Meaning : _____
   Structure : _____
3. Because it was raining, we stayed inside.
   Meaning : _____
   Structure : _____
4. Why are you so sad today?
   Meaning : _____
   Structure : _____
5. Please help me with this heavy box.
   Meaning : _____
   Structure : _____

Ans :

	Meaning	**Structure**
1.	Exclamatory	Simple
2.	Assertive	Compound
3.	Assertive	Complex
4.	Interrogative	Simple
5.	Imperative	Simple

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INTERROGATIVE SENTENCES

Pattern

- Did + subject + verb (Ist form) + O/A?
- Q.W. + did + subject + verb (Ist form) + O/A?

Example

Did you see a boy on the way?
Why did you break the table?

8. PAST CONTINUOUS TENSE

RULE 1

Past Continuous tense expresses an action going on at some time in the past; as,

When she came into my room, I was studying.

He was looking ill yesterday.

I was reading all afternoon.

RULE 2

Past Continuous tense is used to refer to an event that was in progress at the time something else happened; as,

The boy fell down while he was running.

She was sitting in a Cafe when I saw her.

RULE 3

This tense is used to refer to repeated action in the past; as,

He was always telling me to do things I did not want to do.

RULE 4

This tense is used to refer to an action that was intended to be done in the past but was not done; as,

Shirmila walked away, just as I was going to speak to her.

RULE 5

Past Continuous tense is used when two actions are going on Simultaneously in the past; as,

While Ramu was playing, I was doing my work.

While my wife was cooking food, I was writing book.

RULE 6

We use this tense in the following senses; as,

He was becoming richer and richer.

It was getting darker and darker.

Anita was growing more and more beautiful.

AFFIRMATIVE SENTENCES

Pattern

- Subject + was/were + verb (Ist form) + ing + O/A.

Example

The lion was sleeping under a tree.

Mother was cooking food when I reached home.

Boys were playing while girls were reading.

NEGATIVE SENTENCES

Pattern

- Subject + was/were + not + verb (Ist form) + ing + O/A.

Example

She was not reading her book when I saw her.

The lion was not sleeping under the tree.

INTERROGATIVE SENTENCES

Pattern

- Was/were + subject + verb (Ist form) + ing + O/A?
- Q.W. + was/were + subject + verb (Ist form) + ing + O/A?

Example

Was he crying?
Were the cattle grazing in your field?
Why was he disturbing you?

9. PAST PERFECT TENSE

RULE 1

Past Perfect is used wherever we wish to say that an action had been completed before another commenced. The past of the sentence expressing previous action is put into Past Perfect and the part of the sentence expressing subsequent action is put into Past Indefinite (Simple Past); as,

The ship was sunk by storm which had suddenly sprung up.

Monu had been ill for two days when the doctor was sent for.

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Colon (:)

A colon is used to introduce a list of items.

Example:

He bought three things**:** pens, pencils, and a notebook.

We need the following items for the recipe**:** sugar, milk, and flour.

Semicolon (;)

A semicolon is used to join two main clauses that are closely related in meaning. It is a stronger pause than a comma but a weaker one than a full stop.

Example:

The sun was shining**;** the birds were singing.

He went to the market**;** he bought some vegetables.

Quotation Marks (“ ”)

Quotation marks are used to show the exact words a person has spoken.

Example:

She said, **“I am going to the library.”**

He asked, **“Where are you going?”**

Hyphen (-)

A hyphen is a short horizontal line used to join two or more words to form a single compound word or adjective.

Example:

a **well-known** singer

a **20-page** book

a **long-term** plan

Dash (–)

A dash is a longer line than a hyphen. It is used to show a sudden break in a sentence or to set off extra information.

Example:

He went to the market – and then he came straight back.

The students – both boys and girls – were excited for the trip.

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3. CAPITAL LETTERS (A, B, C...)

Capital letters are not punctuation marks, but they are a very important part of punctuation. They signal to the reader that a new thought or a specific name is beginning. They are used in the following places:

At the Beginning of Every Sentence

A capital letter is used at the beginning of every sentence to signal that a new thought is starting. This rule applies to all types of sentences, whether they are a statement, question, or command.

Example:

The students went to the park.

What is your name?

Please close the door.

For All Proper Nouns

This includes the specific names of people, places, days, months, and special things.

Example:

1. **People: R**ahul, **M**aria, **D**r. **S**harma.
2. **Places: I**ndia, **D**elhi, **M**ount **E**verest.
3. **Days of the week: M**onday, **S**unday, **F**riday.
4. **Months of the year: J**anuary, **D**ecember, **M**ay.
5. **Holidays and Festivals: D**iwali, **I**ndependence **D**ay, **C**hristmas.
6. **Titles and Ranks: P**resident, **Q**ueen, **S**ir.

For the Pronoun ‘I’

The pronoun ‘I’ is always written as a capital letter, no matter where it is placed in a sentence. It is the only single-letter word that is always capitalized.

Example:

I am a student.

My friends and I went to the cinema.

For the First Word of a Direct Quotation

She said, “**H**e is my best friend.”

The teacher asked, “**W**here are your books?”

EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
My friends and _____ went to the park.
(a) i (b) I
(c) me (d) us

2. Find the Error:
The sun rises, in the east.
(a) The sun (b) rises, in
(c) the east. (d) No error.

3. Choose the Correct Sentence:
(a) what is your name?
(b) What is your name.
(c) what is your name.
(d) What is your name?

4. "He ran fast, but he missed the bus." What is the mark after 'fast'?
(a) full stop (b) question mark
(c) comma (d) semicolon

5. Find the Correct Sentence with a Quotation Mark:
(a) She said, "I am going to the market.
(b) She said, I am going to the market".
(c) "She said, I am going to the market."
(d) She said, "I am going to the market."

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6. Find the Sentence with the Correct Apostrophe:
(a) The boy's book is on the table.
(b) The boys's book is on the table.
(c) The boys' book is on the table.
(d) The boys book is on the table.

7. The students – both boys and girls – were excited. What does the dash (–) show?
(a) a list
(b) a short pause
(c) a sudden break or extra information
(d) a question

8. Complete the Sentence with a Colon:
We need the following items _____ pens, pencils, and books.
(a) , (b) .
(c) ; (d) :

9. Choose the Correct Capitalization:
My friend lives in _____.
(a) delhi (b) Delhi
(c) a delhi (d) the Delhi

10. Find the Correct Punctuation:
(a) What a terrible storm.
(b) What a terrible storm?
(c) What a terrible storm!
(d) what a terrible storm!

Ans :
1. (b) I
2. (b) rises, in
3. (d) What is your name?
4. (c) comma
5. (d) She said, "I am going to the market."
6. (a) The boy's book is on the table.
7. (c) a sudden break or extra information
8. (d) :
9. (b) Delhi
10. (c) What a terrible storm!

Exercise 2

Rewrite each sentence using the correct punctuation marks.

1. he is a good boy
2. what is your name
3. the sun rises in the east
4. what a beautiful day
5. we bought pens pencils and books
6. do not make a noise
7. my friends house is near the park
8. I cannot go to the market
9. she said I am happy
10. we have a holiday on christmas day

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Ans :

1. He is a good boy.
2. What is your name?
3. The sun rises in the east.
4. What a beautiful day!
5. We bought pens, pencils, and books.
6. Do not make a noise.
7. My friend's house is near the park.
8. I cannot go to the market.
9. She said, "I am happy."
10. We have a holiday on Christmas Day.

Exercise 3

Add the correct punctuation marks to the sentences below.

1. What a fast runner he is
2. The students are playing in the park
3. Are you going to the market tomorrow
4. My best friend's birthday is on sunday
5. What did you eat for breakfast
6. The teacher said to the boy come here
7. He is a good honest and kind boy
8. My mother said I will make some tea
9. hurrah we won the game
10. The train arrived at 8 pm

Ans :

1. What a fast runner he is!
2. The students are playing in the park.
3. Are you going to the market tomorrow?
4. My best friend's birthday is on Sunday.
5. What did you eat for breakfast?
6. The teacher said to the boy, "Come here."
7. He is a good, honest, and kind boy.
8. My mother said, "I will make some tea."
9. Hurrah! We won the game!
10. The train arrived at 8 p.m.

Exercise 4

Add a full stop (.), question mark (?), or exclamation mark (!).

1. How sad that is
2. Are you going to the market
3. The sun is very hot today
4. Oh no I am late for school
5. What time is it
6. The students are playing football
7. We are very excited
8. Please sit down
9. Where is my book
10. The children won the race

Ans :

1. How sad that is!
2. Are you going to the market?
3. The sun is very hot today.
4. Oh no! I am late for school.
5. What time is it?
6. The students are playing football.
7. We are very excited!
8. Please sit down.
9. Where is my book?
10. The children won the race.

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CHAPTER 13

TENSES

1. INTRODUCTION

Tenses are a fundamental part of English grammar that helps us understand when an action takes place. Every sentence we speak or write has a tense. Tenses tell us if something happened in the past, is happening now in the present, or will happen in the future. The three main tenses are the Past Tense, the Present Tense, and the Future Tense. Learning to use these tenses correctly is essential for clear and effective communication. In this chapter, we will learn how to identify and form these different tenses so you can express your ideas accurately.

2. KINDS OF TENSES

There are three main tenses corresponding to the three main divisions of time viz. Present, Past and Future.

Present tense

The present tense indicates that the action is done at the present time; as,

The sun rises in the east.
I do not know him.

Past tense

The past tense indicates that the action took place in the past; as,

I went to Delhi last month.
Mohan opened the door for me.

Future tense

The future tense indicates that the action will take place in the future; as,

I shall go to Delhi tomorrow.

Each of these three tenses has subdivisions to show continuity or completeness of the action and the time. These subdivisions are :

1. Simple
2. Continuous
3. Perfect
4. Perfect Continuous

Simple

It denotes present, past or future time in its simplest form; as,

I write
I wrote
I shall write.

The action in present, past or future time is mentioned simply without anything being said about the completeness or incompleteness of the action.

Continuous

It shows that the event (in present, past or future) is still continuing or not yet completed; as,

I am writing.
I was writing.
I shall be writing.

Perfect

It denotes that the event (in present, past or future) is in a completed or perfect state-present, past or future; as,

I have written.
I had written.
I shall have written.

Perfect Continuous

It combines the meanings of the two preceding forms, Perfect and Continuous; as,

I have been writing.
I had been writing.
I shall have been writing.

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3. PRESENT SIMPLE TENSE

RULE 1

This tense is used to express an action that takes or is actually taking place at the present time; as,

He drives his car.

RULE 2

To express a habitual action; as,

He drinks tea every morning.
My watch keeps good time.

RULE 3

A universal truth; as,

The sun rises in the east.
Slow and steady wins the race.

RULE 4

To express a future event that is part of a fixed timetable or fixed programme; as,

The match starts at 9 o' clock.
The train leaves at 5 :20.

RULE 5

Used in Commentaries
While describing an event such as a sports match or a ceremony that is happening at the time; as,

Prasad balls to Lara.
Sachin takes a run.

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AFFIRMATIVE SENTENCES

Pattern

- He/She/It/singular noun + verb (Ist form) + s/es + ...
- I/We/You/They/plural noun + verb (Ist form) + ...

Example

He reads a book daily.
Geeta plays football in the evening.
I read a book daily.
They play football in the evening.

NEGATIVE SENTENCES

Pattern

- He/She/It/singular noun + does not + verb (Ist form) + ...
- I/We/You/They/plural noun + do not + verb (Ist form) + ...

Example

He does not read a book.
You do not play football.
Tanu does not tell a lie.
The boys do not go there.

INTERROGATIVE SENTENCES

Pattern

- Do + subject + verb (Ist form) + ... ?
- Does + subject + verb (Ist form) + ... ?
- Q.W. + do/does + subject + verb (Ist form) + ... ?

Example

Does he live in Ranchi?
Do you know Mohan?
Where does Geeta go daily?
Why do you come late?

4. PRESENT CONTINUOUS TENSE

RULE 1

This tense is used to express an action going on at the time of speaking; as,

The boys are flying kites.
I am doing my work.
He is playing cricket.

RULE 2

This tense is used to express intention or likelihood. It refers to future time; as,

I am going to Lucknow tomorrow. (Intention)
Ramlal is going to die. (Likelihood)

RULE 3

This tense is used for fixed programme or plan of the nearest future; as,

We are leaving for Mumbai tonight.
Are you singing this evening.

AFFIRMATIVE SENTENCES

Pattern

- Subject + is/am/are + verb (Ist form) + ing + O/A.

Example

Tanu and Gaurav are playing football.
Mohan is reading a novel now.

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CHAPTER 12

PUNCTUATION

1. INTRODUCTION

Punctuation marks are special symbols used in writing to make sentences clear and easy to read. They show us where to pause, when to stop, and how to understand the meaning of a sentence. Just like traffic signals guide drivers on the road, punctuation marks guide readers through a text. Using the correct punctuation is important for expressing our thoughts clearly. In this chapter, we will learn about the most important punctuation marks and their correct uses.

2. COMMON PUNCTUATION MARKS

All students of english should learn the use of following punctuation marks:

Full Stop (.)

A full stop is used at the end of a sentence that makes a statement or gives a command. It shows a complete thought has ended.

Example:

He is a good boy.
The sun rises in the east.
Please close the door.
My friend lives in Delhi.

Comma (,)

A comma is used to show a short pause in a sentence. It helps to separate words, phrases, or clauses.

Example:

We bought pens, pencils, and books.
(Separating words in a list)
Rahul, please come here.
(Separating a name)
He ran fast, but he missed the bus.
(Separating clauses)
Yes, I will help you.
(After words like yes or no)

Question Mark (?)

A question mark is used at the end of a sentence that asks a question.

Example:

What is your name?
Where are you going?
Are you happy?
Did you finish your homework?

Exclamation Mark (!)

An exclamation mark is used at the end of a sentence to show strong feeling or emotion, such as surprise, joy, or anger.

Example:

What a beautiful day!
Hurrah! We won the match!
What a terrible storm!
Oh no! I missed the bus!

Apostrophe (’)

An apostrophe is used in two main ways:

- To show possession or ownership.
  Example:
  This is the **boy’s** book.
  (The book belongs to the boy)
  This is my **mother’s** house.
- To show that some letters have been left out in a contraction.
  Example:
  don’t (do not)
  can’t (cannot)
  it’s (it is)

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Use of Since

Since is used for definite period of time/point of time :

Since Sunday/Monday etc.
Since January/February etc.
Since 1970/1980 etc.
Since morning/dawn/Sunset/Sunrise etc.
Since 4 o'clock, Since 8 pm, Since 7 am etc.
Since last night, Since yesterday etc.
Since summer/winter/spring/autumn etc.
Since Eid/Holi/Deepawali/Christmas etc.
Since his arrival/departure/birth/death etc.

Use of For

For is used for indefinite/uncertain period of time (minutes, hours, seconds, days, weeks, months, year, decades, centuries); as,

For three hours.
For several minutes.
For many weeks.
For two months.
For two years.

AFFIRMATIVE

Pattern

- Subject + has been/have been + verb (Ist form) + ing + O/A + since/for + time.

Example

She has been living in Mumbai since 1992.
Children are playing cricket for two hours.

NEGATIVE SENTENCES

Pattern

- Subject + has not been/have not been + verb (Ist form) + ing + O/A + since/for + time.

Example

Mohan has not been reading in this school for two years.
They have not been playing football since 2 PM.

INTERROGATIVE SENTENCES

Pattern

- Has/have + subject + been + verb (Ist form) + ing + O/A + since/for + time.
- Q.W. + has/have + subject + been + verb (Ist form) + ing + O/A + since/for + time.

Example

Have you been living in Alwar since 2006?
What has Geeta been doing for five months?

7. PAST SIMPLE TENSE

RULE 1

This tense is used to express actions which occurred in the past; as,

Hira Lal bought two cups of tea.
I bought this shirt in Mumbai.
His aunt came back from Dubai.

RULE 2

Expressing past habitual actions; as,

I went to the Cathedral on Sundays.
He never drank.
He played badminton in his childhood.

RULE 3

Referring to situation related to past time; as,

My uncle was seriously ill.
It was night.
I was helpless that day.
He was absent from the class that day.

AFFIRMATIVE SENTENCES

Pattern

- Subject + verb (IInd form) + O/A.

Example

He saw a lion in the forest.
She wrote him a letter yesterday.

NEGATIVE SENTENCES

Pattern

- Subject + did not + verb (Ist form)+ O/A.

Example

I did not meet him yesterday.
She did not complete her work in time.

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NEGATIVE SENTENCES

Pattern

- Subject + is/am/are + not + verb (Ist form) + ing + O/A.

Example

She is not going to college today.
Children are not playing now.
I am not cooking food.

INTERROGATIVE SENTENCES

Pattern

- Is/am/are + subject + verb (Ist form) + ing + O/A.
- Q.W. + is/am/are + subject + verb (Ist form) + ing + O/A.

Example

Is he living in Delhi these days?
Are you going to see him today?
Where is your brother reading nowadays?
Why are the boys making a noise?

5. PRESENT PERFECT TENSE

RULE 1

This tense is used to express an action that has been completed just now; as,
I have written the letter.

RULE 2

A past action which is still continuing; as,
He has served me for 5 years.
She has been ill since Monday.

RULE 3

To express past action without a definite time; as,
I have read the paper.

RULE 4

To express an action done in a space of time not yet exhausted; as,
It has rained all the week.

RULE 5

It denotes an action completed at the time of speaking; as,
She has worked all the sums.

AFFIRMATIVE SENTENCES

Pattern

- Subject + has/have + verb (IIIrd form) + O/A.

Example

She has finished the task.
I have read this report.

NEGATIVE SENTENCES

Pattern

- Subject + has/have + not + verb (IIIrd form) + O/A.

Example

We have not met her so far.
He has not learnt his lesson.

INTERROGATIVE SENTENCES

Pattern

- Has/have + Subject + verb (IIIrd form) + O/A.
- Q.W. + has/have + Subject + verb (IIIrd form) + O/A.

Example

Has Gopal milked the cow?
Have you ever seen a white elephant?
Why has the boy not come here yet?
Which books have you purchased?

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6. PRESENT PERFECT CONTINUOUS TENSE

RULE 1

This tense is used to refer to actions that began in past but are continuing to take place in the present and are expected to continue in the near future also; as,
Tom has been working here since 1985.
It has been raining here since yesterday.
How long have you been working here?

RULE 2

This tense is used to refer to actions or situations that started in the past, Continued for sometime and have just stopped but have presented results; as,
The gardener have been watering plants.
The beggar has been crying.
Why have her clothes been so wet?

RULE 2

Past Perfect tense is used after - I wish, He/ She wishes, they wish, as though, as if etc. ; as,

I wish I had been born in London.

She talks to me as if she had come from the USA.

RULE 3

If some action was hoped in the past but was not completed, we use words like - hope, think, expect, mean, intend, want, suppose etc. In such situation both clauses of the sentence will be in Simple Past tense; as,

I had wanted to meet him but unfortunately I fell ill.

I had hoped that he would come to attend my party.

AFFIRMATIVE SENTENCES

Pattern

- Subject + had + verb (IIIrd form) + O/A.

Example

She had seen the Taj Mahal.

The patient had died before the doctor came.

The Train had left before I reached the station.

The peon rang the bell after we had reached school.

NEGATIVE SENTENCES

Pattern

- Subject + had not + verb (IIIrd verb) + O/A.

Example

I had not seen the Red Fort.

She had not completed her homework.

The patient had not died before the doctor came.

INTERROGATIVE SENTENCES

Pattern

- Had + subject + verb (IIIrd form) + O/A?
- Q.W. + Had + subject + verb (IIIrd form) + O/A?

Example

Had you seen the Taj Mahal?

Had you reached school before the bell rang?

Why had he not finished his work before the teacher came?

10. PAST PERFECT CONTINUOUS TENSE

The past perfect continuous bears the same relation to the past perfect as the present perfect continuous bears to the present perfect.

RULE 1

When the action began before the time of speaking in the past and continued up to that time, or stopped just before it, we can often use either past perfect or past perfect continuous; as,

It was now six and he was tired because he had worked since dawn.

It was now six and he was tired because he had been working since dawn.

RULE 2

To denote an action that had been going on for sometime before another action took place in the past; as,

I had been solving problems of mathematics for hours when you come.

RULE 3

To express a repeated action in the past perfect as a continuous action; as,

He had been trying to phone her.

AFFIRMATIVE SENTENCES

Pattern

- Subject + had been + verb (ing) + object + since/for.

Example

We had been studying in this college since 1990.

They had been teaching there for ten years.

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Exercise 4

Read each sentence and identify the error in subject-verb agreement. Then, rewrite the sentence correctly.

1. My friends and I is going to the park.
2. The news are good today.
3. Each of the students have a pen.
4. Ten kilometers are a long distance to walk.
5. The team were practicing today.
6. Either Ram or his friends is coming.
7. The book, with all the pages, are very old.
8. The Three Musketeers are a famous novel.
9. He as well as his friends are going to the cinema.
10. The teacher, along with the students, are going on a trip.

Ans :

	Error	Correct Sentence
1.	is	My friends and I **are** going to the park.
2.	are	The news **is** good today.
3.	have	Each of the students **has** a pen.
4.	are	Ten kilometers **is** a long distance to walk.
5.	were	The team **was** practicing today.
6.	is	Either Ram or his friends **are** coming.
7.	are	The book, with all the pages, **is** very old.
8.	are	The Three Musketeers **is** a famous novel.
9.	are	He as well as his friends **is** going to the cinema.
10.	are	The teacher, along with the students, **is** going on a trip.

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Exercise 5

Read each sentence and state whether it is Correct or Incorrect.

1. My dog and I is going for a walk.
2. The committee are divided on this issue.
3. Physics are a difficult subject for many.
4. The girl, with her friends, is at the party.
5. More than one student was absent today.
6. Either the pens or the pencil are on the table.
7. The luggage was very heavy.
8. There is two cars parked outside.
9. Fifty rupees is a lot of money for a child.
10. The teacher, as well as the students, are happy.

Ans :

1. Incorrect (The subjects "My dog and I" require the plural verb "are.")
2. Correct (The group is acting as individuals.)
3. Incorrect (The noun "Physics" is treated as singular, requiring the verb "is.")
4. Correct (The verb "is" agrees with the singular subject "The girl".)
5. Correct (The expression "More than one" takes a singular verb.)
6. Incorrect (The verb "are" should agree with the singular noun "pencil" that is closer to it. It should be "is".)
7. Correct (The uncountable noun "luggage" is singular.)
8. Incorrect (The plural noun "two cars" requires the verb "are.")
9. Correct (The plural noun for a single unit of money "rupees" takes a singular verb.)
10. Incorrect (The verb "are" should agree with the first subject, "The teacher," which is singular, so it should be "is".)

RULE 2

We use this tense to talk about actions in the future which are already planned or which are expected to happen in the normal course of things; as,
I will be staying here till Sunday.
Note : With the future continuous we normally mention the future time (next Friday etc.).

RULE 3

This tense is used to indicate that a longer action in the future will be interrupted. The interruption is usually an action in the simple future; as,
I will be sleeping when my sister arrives.

RULE 4

It is used to mention specific time as interruption; as,
At midnight tonight, we will still be driving through the desert.

AFFIRMATIVE SENTENCES

Pattern

- Subject + will be/shall be + verb (ing) + object.

Example

I shall be seeing him next week.
I shall be staying in this hotel tomorrow morning.
They will be travelling at this time.
The children will be doing their homework.

NEGATIVE SENTENCES

Pattern

- Subject + will/shall + not + be + verb (ing) + object.

Example

They will not be having food this time.
I shall not be doing my work that day.
The boatman will not be rowing this boat.

INTERROGATIVE SENTENCES

Pattern

- Will/Shall + subject + be + verb (ing) + object?
- Q.W. + will/shall + subject + be + verb (ing) + object?

Example

Will you be coming here tomorrow?
Who will be doing your work that day?
How will you be doing this work?

13. FUTURE PERFECT TENSE

RULE 1

It indicates an action which will be finished before a certain time in the future; as,
I shall have come back from office before you go out.

RULE 2

It is used to express the speaker's belief that something has taken place; as,
You will have heard of Ashoka's victory.

RULE 3

Sometimes it is used to express a past possibility; as,
She will have purchased a new sari.

AFFIRMATIVE SENTENCES

Pattern

- Subject + will/shall + have + verb (IIIrd form) + object.

Example

All the guests will have taken dinner.
We shall have finished our work by then.

NEGATIVE SENTENCES

Pattern

- Subject + will not/shall not + have + verb (IIIrd form) + object.

Example

The thief will not have fled before the police reach there.
We shall not have finished our game before father comes here.
They will not have written the essay before the teacher comes.

INTERROGATIVE SENTENCES

Pattern

- Will/Shall + subject + have + verb (IIIrd form) + object?
- Q. w. + will/shall + subject + have + verb (IIIrd form) + object?

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CHAPTER 14

SUBJECT-VERB AGREEMENT

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1. INTRODUCTION

Subject-verb agreement is the rule that the verb in a sentence must match the subject in number. This means that a singular subject must have a singular verb, and a plural subject must have a plural verb. This is a very important rule for writing correct and clear sentences. For example, we say "He runs" (singular subject, singular verb) and "They run" (plural subject, plural verb). In this chapter, we will learn the main rules for subject-verb agreement.

2. GENERAL RULES

Here are some general rules regarding subject-verb agreement:

Rule 1

A singular subject takes a singular verb. The singular form of most verbs ends in **-s** or **-es**.

He walks to school.
The dog barks loudly.
She studies for the exam.
The boy goes to the market.

Rule 2

A plural subject takes a plural verb. The plural form of most verbs does **not** end in **-s**.

They walk to school.
The dogs bark loudly.
We study for the exam.
The boys go to the market.

Rule 3

Modals (like can, will, may, must, should, could) do not change their form to agree with the subject. The verb that follows a modal is always in its base form.

He can sing.
They must leave now.
She will come tomorrow.
We should study.

Rule 4

The verbs **had** and **did** are used with all types of subjects (singular and plural) and do not change their form.

He had a good time.
They had a good time.
She did her homework.
The boys did their homework.

Rule 5

Verbs in their simple past form remain the same for both singular and plural subjects.

He went to the park.
They went to the park.
She ate an apple.
We ate apples.

Rule 6

Has is used with singular subjects (he, she, it, and singular nouns).

He has a new car.
She has finished her work.

Have is used with plural subjects (we, you, they, and plural nouns) and also with the pronoun 'I'.

We have a new car.
I have a bicycle.

Rule 7

Is is used with singular subjects in the present tense.

He is a student.
The dog is barking.

Are is used with plural subjects in the present tense, and also with the pronoun 'you'.

7. We _____ (eat) dinner together every night.
(a) ate (b) are eating
(c) will eat (d) eat

8. By next year, I _____ (complete) my final exams.
(a) will complete (b) have completed
(c) will have completed (d) completed

9. The dog _____ (bark) loudly at the mailman this morning.
(a) barks (b) is barking
(c) barked (d) will bark

10. Look! The children _____ (run) in the park.
(a) ran (b) will run
(c) are running (d) run

Ans :
1. (c) goes, 2. (c) had finished, 3. (c) will sing, 4. (b) visited, 5. (c) is shining, 6. (b) were playing, 7. (d) eat, 8. (c) will have completed, 9. (c) barked, 10. (c) are running.

Exercise 2

Fill in the blanks with the correct form of the verb given in the brackets.

1. My sister _____ (watch) a movie when I called her.
2. The train _____ (leave) at 9:00 AM every day.
3. We _____ (finish) our project by next week.
4. She _____ (not/eat) breakfast this morning.
5. Look! The birds _____ (fly) in the sky.
6. The sun _____ (rise) in the east.
7. He _____ (read) a book since morning.
8. I _____ (visit) my grandparents tomorrow.
9. The baby _____ (cry) all night yesterday.
10. They _____ (play) football in the garden now.

Ans :
1. was watching, 2. leaves, 3. will have finished, 4. did not eat, 5. are flying, 6. rises, 7. has been reading, 8. will visit, 9. cried, 10. are playing.

Exercise 3

Fill in the blanks with the correct form of the verb given in the brackets.

1. We usually _____ (celebrate) Diwali with our family.
2. The gardener _____ (water) the plants right now.
3. By this time next year, I _____ (complete) Class 8.
4. Yesterday, it _____ (rain) heavily for three hours.
5. He _____ (not/listen) to music when the phone rang.
6. The Earth _____ (revolve) around the Sun.
7. The students _____ (prepare) for their final exams for a month.
8. I _____ (visit) the doctor next week for a check-up.
9. Last night, they _____ (watch) a horror movie.
10. She _____ (read) a book since morning.

Ans :
1. celebrate, 2. is watering, 3. will have completed, 4. rained, 5. was not listening, 6. revolves, 7. have been preparing, 8. will visit, 9. watched, 10. has been reading.

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Rule 18
When a plural noun refers to a single unit of measurement, distance, money, or time, it takes a singular verb.

Ten kilometers is a long distance to walk.
Fifty rupees is enough for this book.
Five years is a long time.

Rule 19
The title of a single book, movie, song, or article takes a singular verb, even if the words in the title are plural.

The Three Musketeers is a famous novel.
Star Wars is my favorite movie.
Ten Little Indians was written by Agatha Christie.

Rule 20
The expression 'a number of' takes a plural verb, but 'the number of' takes a singular verb.

A number of students are absent today.
The number of students in the class is thirty.
A number of birds are flying.
The number of birds in the sky is decreasing.

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Rule 21
When two subjects are joined by 'or', the verb agrees with the subject that is closer to the verb.

Rohan or his friends are coming to the party.
The dog or the cats have eaten the food.
Either the teacher or the students know the answer.

Rule 22
Nouns that consist of two parts, like 'trousers', 'scissors', 'glasses', and 'jeans', are always plural and take a plural verb.

My new trousers are torn.
These scissors are sharp.
His glasses were broken.

However, if you use 'a pair of', the verb becomes singular.

A pair of scissors is on the table.

Rule 23
Words like 'each', 'every', and 'many a' are always followed by a singular noun and take a singular verb.

Each student has a pen.
Every boy was present in the class.
Many a flower has bloomed.

Rule 24
Uncountable nouns such as 'information', 'luggage', 'furniture', and 'advice' are always singular. They take a singular verb.

All the information is correct.
The luggage was very heavy.
The advice he gave was very helpful.

Rule 25
The expression 'more than one' takes a singular verb, even though it suggests a plural number.

More than one student was absent today.
More than one boy knows the answer.
More than one car was involved in the accident.

EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
My friends and _____ going to the cinema.
(a) is (b) are
(c) was (d) were

2. Find the Correct Verb:
The news _____ good today.
(a) are (b) were
(c) have been (d) is

3. Choose the Correct Sentence:
(a) A number of students is absent today.
(b) A number of students are absent today.
(c) The number of students are absent today.
(d) The number of students is absent today.

4. Choose the Correct Sentence:
(a) The box, with all the books, are very heavy.
(b) The box, with all the books, were very heavy.

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They are playing.
You are my friend.

Was is used with singular subjects in the past tense.

She was happy.
He was at home.

Were is used with plural subjects in the past tense, and also with the pronoun 'you'.

They were happy.
You were there.

Rule 8

The pronouns 'I' and 'You' are special. They always take a plural verb, even when they refer to a single person.

I am a student.
I walk to the park.
You are a good friend.
You study hard.

Rule 9

When two or more singular subjects are joined by 'and', they take a plural verb.

Ram and Shyam are friends.
The cat and the dog play together.
My mother and I are going to the store.

Rule 10

When two singular subjects are joined by 'either...or' or 'neither...nor', the verb is usually singular. The verb agrees with the subject that is closer to it.

Either Ram or his brother is at home.
Neither the boy nor the girl knows the answer.

Rule 11

A collective noun (like 'team', 'class', 'family') can take either a singular or a plural verb.
If the group acts as a single unit, the verb is singular.

The team is practicing today.

If the members of the group are acting as individuals, the verb is plural.

The team are putting on their jerseys.

Rule 12

Sometimes, a phrase comes between the subject and the verb. This phrase does not change the agreement. The verb must still agree with the main subject.

The leader, with all his followers, is going to the meeting.
The book, along with the pens, is on the table.

Rule 13

Indefinite pronouns like everyone, everybody, no one, nobody, someone, somebody, one, each, and either are always treated as singular. They take a singular verb.

Everyone is invited to the party.
Somebody has left the door open.
Neither of them knows the answer.

Rule 14

Some nouns end in **-s** but are considered a single thing. These nouns take a singular verb.

The news is good.
Mathematics is my favorite subject.
Physics is a difficult subject.

Rule 15

When a relative pronoun (who, which, that) is the subject, the verb must agree with the noun that comes **before** the pronoun.

This is the boy who runs fast.
(The verb 'runs' agrees with the singular noun 'boy'.)
These are the boys who run fast.
(The verb 'run' agrees with the plural noun 'boys'.)

Rule 16

When subjects are joined by phrases like 'as well as', 'in addition to', or 'along with', the verb agrees with the first subject.

The teacher, as well as the students, is coming.
The boys, along with their coach, are going to the match.
Ram, in addition to his friends, is participating in the play.

Rule 17

In sentences that begin with 'There' or 'Here', the verb agrees with the noun that comes **after** the verb.

There is a book on the table.
There are five books on the table.
Here is your pen.
Here are your pens.

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Example

Will you have completed your course before the examination begin?

Will they have reached the station before the train departs.

How will they have reached the field before it starts raining.

14. FUTURE PERFECT CONTINUOUS TENSE

RULE 1

The future perfect continuous tense is used for actions which will be in progress over a period of time that will end in the future; as, By next march we shall have been living here for four years.

RULE 2

To emphasize how long something has been going on by a particular point in the future; as,
On Saturday, we will have been living in this house for a year.

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AFFIRMATIVE SENTENCES

Pattern

- Subject + will/shall + have been + verb (ing) + object +since/for.

Example

The girls will have been dancing since 4 o' clock.

The shoe maker will have been repairing our shoes since morning.

The gardener will have been watering the plants for two hours.

NEGATIVE SENTENCES

Pattern

- Subject + will/shall + not + have been + verb (ing) + ...

Example

Golu will not have been driving bicycle for three hours.

The labourers will not have been whitewashing the house for four days.

INTERROGATIVE SENTENCES

Pattern

- Will/Shall + subject + have been + verb (ing)?
- Q.W. + will/shall + subject + have been + verb (ing)?

Example

Why will the teacher have been teaching the students since 10 o' clock.

Will they have been travelling for six hours?

EXERCISES (SOLVED)

Exercise 1

Choose the correct verb form to complete each sentence.

1. He usually _____ (go) to the library on Saturdays.

(a) go (b) went
(c) goes (d) going

2. I _____ (finish) my homework before my friends arrived.

(a) have finished (b) will finish
(c) had finished (d) finish

3. She _____ (sing) a beautiful song at the school concert tomorrow.

(a) sings (b) sang
(c) will sing (d) is singing

4. My parents _____ (visit) the museum last weekend.

(a) visits (b) visited
(c) will visit (d) are visiting

5. The sun _____ (shine) brightly right now.

(a) shined (b) shines
(c) is shining (d) will shine

6. They _____ (play) cricket when it started to rain.

(a) play (b) were playing
(c) will play (d) have played

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(c) The box, with all the books, is very heavy.
(d) The box, with all the books, have been very heavy.

5. Choose the Correct Verb:
My new trousers _____ torn.
(a) is (b) are
(c) was (d) were

6. Find the Correct Verb:
Either he or his friends _____ coming to the party.
(a) is (b) are
(c) was (d) have been

7. Complete the Sentence:
_____ student has a pen.
(a) Each (b) Many
(c) A number of (d) All

8. Identify the Correct Verb Form:
He _____ go to school tomorrow.
(a) has to (b) have to
(c) will (d) goes

9. Choose the Correct Verb:
More than one boy _____ the answer.
(a) know (b) knows
(c) is knowing (d) are knowing

10. Find the Correct Verb:
The team _____ playing well.
(a) is (b) are
(c) were (d) have been

Ans :
1. (b) are, 2. (d) is, 3. (b) A number of students are absent today., 4. (c) The box, with all the books, is very heavy., 5. (b) are, 6. (b) are, 7. (a) Each, 8. (c) will, 9. (b) knows, 10. (a) is.

Exercise 2

Fill in the blanks with the correct form of the verb given in the parentheses.

1. My brother and sister _____ happy. (be)
2. The news _____ shocking. (be)
3. Each of the students _____ a pen. (have)
4. Ten kilometers _____ a long distance. (be)
5. Either Ram or his friends _____ coming. (be)
6. The team _____ practicing today. (be)
7. The books on the table _____ new. (be)
8. There _____ a book on the table. (be)
9. He _____ go to the market. (will)
10. The teacher, along with the students, _____ going on a trip. (be)

Ans :
1. are, 2. is, 3. has, 4. is, 5. are, 6. is, 7. are, 8. is, 9. will, 10. is.

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Exercise 3

Read each sentence and choose the correct verb from the two options given.

1. My brother _____ (go/goes) to school every day.
2. The boys _____ (is/are) playing football.
3. She _____ (has/have) a new bicycle.
4. The news _____ (is/are) good.
5. Ten kilometers _____ (is/are) a long distance.
6. The team _____ (is/are) practicing for the match.
7. Each student _____ (has/have) a book.
8. My mother and father _____ (is/are) at home.
9. He, along with his friends, _____ (is/are) going to the cinema.
10. The Three Musketeers _____ (is/are) a famous novel.

Ans :
1. goes, 2. are, 3. has, 4. is, 5. is, 6. is, 7. has, 8. are, 9. is, 10. is.

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NEGATIVE SENTENCES

Pattern

- Subject + had + not been + verb (ing) + object + since/for.

Example

He had not been working in this company for ten years.

The washerman had not been washing clothes since 10 o' clock.

INTERROGATIVE SENTENCES

Pattern

- Had + subject + been + verb (ing) + object + since/for?
- Q.W. + had + subject + been + verb (ing) + object + since/for?

Example

Had they been working in that company for twenty years?

Where had he been teaching them for four months?

11. FUTURE SIMPLE TENSE

RULE 1

It is used to talk about things which we cannot control. It expresses the future as fact. We use this tense to talk about what we think or believe will happen in the future; as,

I think India will win the match.

I think he will play.

RULE 2

It is used to express habitual action which will take place and which we cannot control; as,

Spring will come again.

RULE 3

It is used with clauses of condition, time and purpose; as,

If I do this exercise, it will help you.

RULE 4

With adverbials such as tomorrow, day after tomorrow, next week, next month, on coming Saturday, in 2010 etc.; as,

She will do this practice next month.

RULE 5

It is used, chiefly in newspapers, news broadcasts, for formal announcement of future plans and for weather forecasts; as,

The fog will persist in all areas.

AFFIRMATIVE SENTENCES

Pattern

- Subject + will/shall + verb (Ist form) + object.

Example

I shall meet Dr. Verma tomorrow.

He will do his work honestly.

She will always obey her parents.

Zeenat and Jannat will win the competition.

NEGATIVE SENTENCES

Pattern

- Subject + will/shall not + verb (Ist form) + object.

Example

I shall not go.

You will not go.

INTERROGATIVE SENTENCES

Pattern

- Will/Shall + subject + verb (Ist form) + object?
- Q.W. + will/shall + subject + verb (Ist form) + object?

Example

Will you accept my advice?

Will he attend the meeting on Sunday?

Why will they do the work here?

Who will come to meet you tomorrow?

12. FUTURE CONTINUOUS TENSE

RULE 1

It indicates an action that will be going on in the future. It is usually accompanied by another simultaneous action; as,

I shall be sleeping when you will be going for a walk.

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CHAPTER 15

ACTIVE-PASSIVE VOICE

1. INTRODUCTION

In English grammar, voice tells us whether the subject of a sentence is performing the action or receiving it. There are two main types of voice: Active Voice and Passive Voice. When a sentence is in the active voice, the subject is the one doing the action. For example, "The boy kicked the ball." When a sentence is in the passive voice, the subject is the one receiving the action. For example, "The ball was kicked by the boy." In this lesson, we will learn how to identify and change sentences from one voice to another.

2. ACTIVE VOICE

In the Active Voice, the subject of the sentence is the one doing the action. The doer comes first. The structure is usually:
Subject (doer) + Verb + Object
Example:

The boy kicked the ball. (Here, the subject "the boy" is the one doing the action "kicked".)

She writes a letter.

Hari sings a song.

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3. PASSIVE VOICE

In the Passive Voice, the subject of the sentence is the one that receives the action. The doer is either mentioned at the end of the sentence or not mentioned at all. The structure is usually:
Object + Verb (to be + past participle) + by + Subject (doer)
Example:

The ball was kicked by the boy. (Here, the subject "the ball" is receiving the action.)

A letter is written by her.

A song is sung by Hari.

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4. CHANGING VOICE FROM ACTIVE TO PASSIVE

Follow these simple steps to change a sentence from active to passive voice:

1. Identify the subject, verb, and object in the active sentence.
2. Make the object of the active sentence the new subject of the passive sentence.
3. Change the verb form. Use a form of the verb 'to be' (is, am, are, was, were, etc.) followed by the past participle of the main verb.
4. Add the word "by" followed by the original subject (the doer) to the end of the sentence.

Let's practice with an example:
Active:

My mother cooks food.

1. **Subject:** My mother
2. **Object:** food
3. **Verb:** cooks (Simple Present)

Passive:

Food is cooked by my mother.

1. **New Subject:** Food
2. **New Verb Form:** is cooked (form of "to be" + past participle)
3. **Doer:** by my mother

The following section details these rules for each tense and other special cases.

Active Voice	Passive Voice
I can climb this mountain.	This mountain can be climbed by me.
He could not buy a costly house.	A costly house could not be bought by him.
We should help the poor.	Poor should be helped by us.
You must study the case.	The case must be studied by you.
May I help you?	May you be helped by me?
Who will solve this puzzle?	By whom this puzzle be solved?

Change of Voice in Imperative Sentences

1. Words like please, kindly, let are replaced by Let + new object + be/not be + 3rd form.
2. Sentence involving request, advice, order started with you are requested/adviced/ ordered.

Active Voice	Passive Voice
Open the door.	Let the door be opened.
Do not offend Apollo.	Le Apollo not be offended.
Make coffee at once.	Let coffee be made at once.
Never tell a lie.	Let a lie never be told.
Please sign this form.	You are requested to sign this form.
Kindly do not lose heart.	You are requested not to lose heart.

Verb with Two Objects

There are few verbs which take two objects, a Direct Object and an Indirect Object.

For such sentences, there are two forms of passive sentences.

Active Voice	Passive Voice
I gave him five rupees	Five rupees were given to him by me.
	He was given five rupees by me.
She has told me the truth.	I was told the truth by her.
	The truth was told to me by her.
They lent me their car	I was lent a car by them.
	A car was lent to me by them.
The government has sent him a message.	He was sent a message by the government.
	A message was sent to him by the government.

Phrasal Verbs

Some verbs, with certain meaning are always used with prepositions. In such situations, the prepositions should not be omitted in the sentences.

Active Voice	Passive Voice
We are looking at the game.	The game is being looked at by us.
The fire-brigade put out the fire.	The fire was put out by the fire brigade.
The government will set up a factory.	A factory will be set up by the government.

Unimportant Subject

We, they, somebody, someone, people, nobody, no one, anybody, anyone etc. are not used in the Passive Voice.

Active Voice	Passive Voice
People speak English all over the world.	English is spoken all over the world.
Somebody has stolen my book.	My book has been stolen.

EXERCISES (SOLVED)

Exercise 1

1. Identify the Correct Passive Sentence
Active Voice: The dog ate the bone.

(a) The bone ate the dog.

(b) The bone was eaten by the dog.

(c) The dog was eaten by the bone.

(d) The bone is eaten by the dog.

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Why does this happen?

- ✓ Teachers have its PDF & Word files
- ✓ Easy access
- ✓ Direct copy-paste questions
- ✓ Same pattern followed

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Active Voice	Passive Voice
He was eating pudding.	Pudding was being eaten by him.
You were not doing the work.	The work was not being done by you.
Was she telling stories?	Were stories being told by her?
Whom were you scolding?	Who was being scolded by you?
Why were you closing the windows?	Why were the windows being closed by you?
Who was distracting her?	By whom is she being distracted?
Was he not helping you?	Were you not being helped by him?

Past Perfect Tense

In the sentences written is Past Perfect Tense

1. Had + 3rd form is changed into had + been + 3rd form
2. Had + not + 3rd form is changed into had + not been + 3rd form
3. Had + subject + 3rd form is changed into had + subject + been + 3rd form

Active Voice	Passive Voice
Rohan had finished home work.	Home work had been finished by Rohan.
Had he polished the shoes?	Had the shoes been polished by him?
Who had abused you?	By whom had you been abused?
When had she helped us?	When had we been helped by her?
What had they purchased?	What had been purchased by them?

Future Indefinite Tense

In the sentences written is Future Indefinite Tense

1. Will/shall + 1st form is changed into will/shall + be + 3rd form
2. Will/shall + not + 1st form is changed into will/shall + not be + 3rd form

Active Voice	Passive Voice
Gaurav will write this thesis.	This thesis will be written by Gaurav.
We shall not sing songs.	Songs will not be sung by us.
Will you teach me tomorrow?	Will I be taught by you tomorrow?
Manju will not help me.	I will not be helped by Manju.
Why will she not pay the rent?	Why will the rent not be paid by her?
What will you eat today?	What will be eaten by you today?

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Future Perfect Tense

In the sentences written is Future Perfect Tense

Will/shall have + 3rd form is changed into will/shall have + been + 3rd form

Active Voice	Passive Voice
I shall have written many books.	Many books will have been written by me.
We shall have sung songs.	Songs will have been sung by us.
Will she have snatched my pen?	Will my pens have been snatched by her?
Will you have not helped her?	Will she have not been helped by you?
Why will she have not paid the rent?	Why will the rent have not been paid by her?
What will have you eaten today?	What will have been eaten by you today?

Verbs Followed by Modals

In the sentences where verbs are followed by modals (can, may, could,should, must etc.). **Be** is inserted in between verb and Modal while converting Active voice to Passive Voice.

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CHAPTER 16

REPORTED SPEECH

1. INTRODUCTION

Reported speech is a way of telling someone what another person said without using their exact words. It is also called indirect speech. It's like retelling a story or passing on a message. Instead of saying, "He said, 'I am hungry'," we change it to, "He said that he was hungry." This chapter will teach you how to change a sentence from direct speech to reported speech.

2. DIRECT NARRATION

Direct speech is when you repeat someone's exact words. Think of it as a direct quote. You put the words they said inside quotation marks (" "). This shows that you are not changing anything they said. For example,

She said to him, "I will give you money."

In this sentence, the words "I will give you money" are exactly what she said.

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3. INDIRECT NARRATION

Indirect speech, also called reported speech, is when you tell someone what another person said without using their exact words. You're simply reporting the message. You do not use quotation marks. For example,

She told him that she would give him money.

In this sentence, the original words have been changed slightly to fit into the new sentence.

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4. CHANGING DIRECT SPEECH INTO INDIRECT SPEECH

When you change a sentence from direct to reported speech, you need to make a few important changes. The main things to change are the pronouns, verbs (tense), and sometimes words about time and place.

Change of Pronoun

Rule 1

When you see 'I' or 'my' in direct speech, you change it to match the person who is speaking.

Direct: I said, "I have done my work."
Indirect: I said that I had done my work.
Direct: He said, "I have done my work."
Indirect: He said that he had done his work.

Rule 2

When you see 'you' or 'your', you change it to match the person being spoken to.

Direct: Mohan said to me, "You should do your work."
Indirect: Mohan told me that I should do my work.
Direct: Mohan said to him, "You should do your work."
Indirect: Mohan told him that he should do his work.

Rule 3

Pronouns that refer to a third person (He, She, They, etc.) do not change in reported speech.

Direct: I said to Ram, "She should not be trusted."
Indirect: I told Ram that she should not be trusted.

2. Identify the Correct Passive Sentence
Active Voice: The students are reading books.
(a) Books were being read by the students.
(b) Books are being read by the students.
(c) The students are being read by books.
(d) Books are read by the students.

3. Fill in the Missing Verb in Passive Voice
The letter _____ by the postman yesterday.
(a) is delivered
(b) was delivered
(c) will be delivered
(d) delivers

4. Fill in the Missing Verb in Passive Voice
A new car _____ by my father next month.
(a) is bought
(b) was bought
(c) will be bought
(d) bought

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5. The match **was won** by our team. This sentence is in the passive voice of which tense?
(a) Simple Present Tense
(b) Simple Past Tense
(c) Future Tense
(d) Present Continuous Tense

6. A letter **will be written** by him. This sentence is in the passive voice of which tense?
(a) Simple Past Tense
(b) Present Perfect Tense
(c) Simple Future Tense
(d) Present Continuous Tense

7. Choose the Correct Helping Verb
The homework _____ been completed by the students.
(a) is
(b) was
(c) has
(d) are

8. Choose the Correct Helping Verb
The houses _____ being built by the workers.
(a) is
(b) was
(c) has
(d) are

9. Identify the Correct Passive Sentence with a Modal Verb
Active Voice: She must finish the work.
(a) The work must be finished by her.
(b) The work must finished by her.
(c) The work is finished by her.
(d) She must be finished the work.

10. Identify the Correct Passive Sentence with a Modal Verb
Active Voice: You should help your friend.
(a) Your friend should helped by you.
(b) Your friend should be helped by you.
(c) You should be helped by your friend.
(d) Your friend is helped by you.

Ans :

1. (b) The bone was eaten by the dog.
2. (b) Books are being read by the students.
3. (b) was delivered
4. (c) will be bought
5. (b) Simple Past Tense
6. (c) Simple Future Tense
7. (c) has
8. (d) are
9. (a) The work must be finished by her.
10. (b) Your friend should be helped by you.

Exercise 2

Change the following sentences from Active Voice to Passive Voice.

1. My father drives the car.
2. She writes a letter.
3. The cat killed the mouse.
4. The postman delivers the letters.
5. We won the match.
6. The farmer grows rice.

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7. He will buy a new book.
8. I am reading a novel.
9. Rohan is painting a picture.
10. They built the bridge.

Ans :

1. The car is driven by my father.
2. A letter is written by her.
3. The mouse was killed by the cat.
4. The letters are delivered by the postman.
5. The match was won by us.
6. Rice is grown by the farmer.
7. A new book will be bought by him.
8. A novel is being read by me.
9. A picture is being painted by Rohan.
10. The bridge was built by them.

Exercise 3

Change the following sentences from Active Voice to Passive Voice.

1. My brother eats a banana.
2. The dog chased the cat.
3. The artist painted a beautiful picture.
4. The chef will bake a cake.
5. My mother is cleaning the room.
6. The team won the game.
7. She bought a new dress.
8. The police arrested the thief.
9. He will write a letter.
10. The teacher taught the lesson.

Ans :

1. A banana is eaten by my brother.
2. The cat was chased by the dog.
3. A beautiful picture was painted by the artist.
4. A cake will be baked by the chef.
5. The room is being cleaned by my mother.
6. The game was won by the team.
7. A new dress was bought by her.
8. The thief was arrested by the police.
9. A letter will be written by him.
10. The lesson was taught by the teacher.

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Exercise 4

Change the following interrogative sentences from Active Voice to Passive Voice.

1. Do you play cricket?
2. Does he cook food?
3. Did they win the match?
4. Will she sing a song?
5. Is the teacher teaching the students?
6. Was he driving the car?
7. Have you completed the work?
8. Why did he break the window?
9. When will you clean the house?
10. Who wrote this book?

Ans :

1. Is cricket played by you?
2. Is food cooked by him?
3. Was the match won by them?
4. Will a song be sung by her?
5. Are the students being taught by the teacher?
6. Was the car being driven by him?
7. Has the work been completed by you?
8. Why was the window broken by him?
9. When will the house be cleaned by you?
10. By whom was this book written?

Exercise 5

Change the following imperative sentences from Active Voice to Passive Voice.

1. Close the window.
2. Help the poor.
3. Do not make a noise.
4. Switch on the light.
5. Post this letter.
6. Do it at once.
7. Don't tell a lie.
8. Bring a glass of water.
9. Please help me.
10. Obey your elders.

Ans :

1. Let the window be closed.
2. Let the poor be helped.

3. Let a noise not be made.
4. Let the light be switched on.
5. Let this letter be posted.
6. Let it be done at once.
7. Let a lie not be told.
8. Let a glass of water be brought.
9. You are requested to help me.
10. You are advised to obey your elders.



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Present Indefinite Tense

In the sentences written is Present Indefinite Tense 1st form + s, es, do, does are changed into is, are, am + 3rd form of verb.

Active Voice	Passive Voice
Neeraj teaches Power System.	Power System is taught by Neeraj.
Elizabeth plays soccer.	Soccer is played by Elizabeth.
We should help the poor.	The poor should be helped.
He does not sing a song.	A song is not sung by him.
Do you shift the tables?	Are the tables shifted by you?
What do you eat?	What is eaten you?

Present Continuous Tense

In the sentences written is Present Continuous Tense

1. is/am/are + (1st form + ing) is changed into is/am/are + being + 3rd form
2. is/am/are + not + (1st form + ing) is changed into is/am/are + not being + 3rd form
3. is/am/are + subject + (1st form + ing) is changed into is/am/are + subject being + 3rd form

Active Voice	Passive Voice
Tom cruise is doing his rehearsals.	Rehearsals are being done by Tom Cruise.
You are not doing the work.	The work is not being done by you.
Is she riding a horse?	Is a horse being ridden by her?

Present Perfect Tense

In the sentences written is Present Perfect Tense

1. Has/Have + 3rd form is changed into has/have + been + 3rd form
2. Has/Have + not + 3rd form is changed into has/have + not been + 3rd form
3. Has/Have + subject + 3rd form is changed into has/have + subject + been + 3rd form

Active Voice	Passive Voice
I have locked the door.	The door has been locked by me.
We have not won the match.	The match has not been won by us.
Have you switched off the light?	Have the lights been switched off by you?
When has she polished the shoes?	When have the shoes been polished by her?
What have they purchased?	What have been purchased by them?

Past Indefinite Tense

In the sentences written is Past Indefinite Tense

1. 2nd form is changed into was/were + 3rd form
2. did not + 1st form is changed into was/were + not + 3rd form

Active Voice	Passive Voice
Edison invented the first bulb.	First bulb was invented by Edison
I drank cold coffee.	Cold coffee was drunk by me.
They did not sing a song	A song was not sung by them.
Did you not do the work?	Was the work not done by us?
Who helped the lame man?	By whom was the lame man helped
Where did you find your pen?	Where was your pen found by you?

Past Continuous Tense

In the sentences written is Past Continuous Tense

1. Was/were + (1st form + ing) is changed into was/were + being + 3rd form
2. Was/were + not + (1st form + ing) is changed into was/were + not being + 3rd form
3. Was/were + subject + (1st form + ing) is changed into was/were + subject being + 3rd form

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Change of Tenses

Rule 1

If the Reporting Verb is in the present (says, is/are/ am saying etc.) or in the future tense (will/shall do, will/shall have done etc.) the tense of the verb in the indirect speech is not changed.

Direct: She says, "I am reading".

Indirect: She says that she is reading.

Rule 2

If Reporting Verb is in the past tense (said, had said, was saying, had been saying etc.) the tenses in the reported speech are changed into the past tense (Do/does is changed to did, Did is changed to had done, Can is changed to could, May is changed to Might, Will is changed to would, Shall is changed to should).

Direct: He said, "There is a scarcity of raw material."

Indirect: He said that there was a scarcity of raw material.

Rule 3

Present Indefinite (see) becomes Past Indefinite (saw).

Present Continuous (is seeing) is changed to past Continuous (was seeing).

Present Perfect (has seen) is changed to Past Perfect (had seen).

Past Indefinite (saw) becomes Past Perfect (had seen).

Past Continuous (was seeing) becomes Past Perfect Continuous (had been seeing).

Important Exception:

If the statement is a universal truth or a fact, the tense does not change.

Direct: The teacher said, "The sun rises in the east."

Indirect: The teacher said that the sun rises in the east.

Change of Words Denoting Time and Position

Words that refer to a specific time or place often need to be changed.

Direct: I said, "I am glad to be here this evening."

Indirect: I said that I was glad to be there that evening.

Some common changes are given below :

Direct	Indirect
Now	Then
This	That
These	Those
Here	There
Today	That day
Yesterday	The previous day
Tomorrow	The next day
Ago	Before

Changing Assertive Sentences

Rule 1

Outside the inverted commas, the verb said remains said; says remains says : said to become told; says to become tells.

Rule 2

Verb such as inform, reply, remind, declare etc. be used instead of said and told to give clear meaning :

Direct: The thief said, "Yes, I stole the money."

Indirect: the thief confessed that he had stolen the money.

Rule 3

That is used as a conjunction when the inverted commas are removed.

Direct: She said, "I am unwell."

Indirect: She said that she was unwell.

However, in some cases that is not required.

Direct: He said to me, "I fear you have failed."

Indirect: He feared I had failed.

Rule 4

Tenses, pronouns and words denoting nearness should be changed according to the rules already stated.

Changing Interrogative Sentences

Rule 1

Change the reporting verb into ask, enquire, demand, want to know etc. (Note that enquire and demand take the preposition **of**).

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Rule 2
Remove the sign of interrogation (?) and convert the question inside the inverted commas into a statement.

Rule 3
When you report a question that can be answered with a 'yes' or 'no', you don't use a question mark in the reported sentence. Instead, you use the joining word 'if' or 'whether' and change the sentence to sound like a statement.
Direct: She asked me, "Are you ready?"
Indirect: She asked me if I was ready.
Direct: He said, "Can you swim?"
Indirect: He asked if I could swim.

Rule 4
For questions that can be answered with "yes" or "no", use the word "if" to connect the two parts of the sentence. The order of the words changes to a normal statement.
Direct: I said to him, "Will you teach me?"
Indirect: I asked him if he would teach me.

Rule 5
For questions that start with a question word (like who, what, where, when, why, how), you use that same question word to connect the sentence. The word order changes to a normal statement.
Direct: She said to Ram, "Where do you live?"
Indirect: She asked Ram where he lived.

Rule 6
When you change a question to reported speech, remember to also change the tenses and pronouns according to the rules you've already learned.

Changing Imperative Sentences

In imperative sentences we have orders, commands and requests.

Rule 1
When you report a command or a request, you change the verb to show what the speaker was doing—whether they were giving an order, asking for something, or giving advice.

Commands can be expressed by words such as command, order, tell, charge, bid, require etc.
Requests can be expressed by words such as request, beg, implore, ask, solicit etc.
Advice can be expressed by words such as advice, exhort, urge etc.
Other words which may be of use in imperative sentences are : forbid, persuade etc.
Direct: Ram said to me, "Help me carry my box."
Indirect: Ram requested me to help him carry his box.
Direct: The teacher said, "Sit quietly, children."
Indirect: The teacher told the children to sit quietly.
Direct: The teacher said, "Do not disturb me."
Indirect: The teacher forbade the children to disturb her.

Rule 2
The verb of the reported speech is changed into an infinitive (In the above examples, **help** becomes **to help** and **sit** becomes **to sit**).

Rule 3
If the reported speech is negative, the word **not** is placed before **to** :
Direct: The teacher said, "Children, do not quarrel over trifles."
Indirect: The teacher told the children not to quarrel over trifles.

Rule 4
Tenses, pronouns and words denoting nearness are changed according to the rules already discussed.

Rule 5
Using the word **Let** in changing imperative sentences

1. **Let** is used to make proposals. In such cases, the Reporting Verb changes to suggest, propose etc.
   Direct: She said, "Let us have some tea".
   Indirect: She suggested that they should have some tea.

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2. **Let** is often used as an ordinary verb signifying **allow**.
   Direct: He said to Rita, "Let me go home."
   Indirect: He requested Rita to let him go home.
3. **Let** is at times used to express a condition. In that case it should be changed to **might** and the sentence modified slightly.
   Direct: She said, "Let it rain ever so hard, I shall go."
   Indirect: She said that she would go however hard it might rain.

EXERCISES (SOLVED)

Exercise 1

Choose the correct option in each of the following question.

1. **Direct Speech:** He said, "I am going to the park."
   Indirect Speech: He said that _____
   (a) he is going to the park.
   (b) I am going to the park.
   (c) he was going to the park.
   (d) he has gone to the park.
2. **Direct Speech:** My friend said, "I will call you tomorrow."
   Indirect Speech: My friend said that she would call me _____
   (a) tomorrow. (b) the next day.
   (c) yesterday. (d) today.
3. **Direct Speech:** He said to me, "You are my best friend."
   Indirect Speech: He told me that _____
   (a) I was his best friend.
   (b) you are my best friend.
   (c) he was my best friend.
   (d) you were his best friend.
4. **Direct Speech:** The principal said, "Don't make noise."
   Indirect Speech: The principal ordered us _____
   (a) not make noise. (b) to not make noise.
   (c) not to make noise. (d) didn't make noise.
5. **Direct Speech:** She asked, "Are you from India?"
   Indirect Speech: She asked me _____
   (a) if are you from India.
   (b) if I was from India.
   (c) whether you are from India.
   (d) if I am from India.
6. **Direct Speech:** The girl asked, "What is your name?"
   Indirect Speech: The girl asked him _____
   (a) what his name was.
   (b) what is your name.
   (c) what was your name.
   (d) what is his name.
7. **Direct Speech:** They said, "We have finished our lunch."
   Indirect Speech: They said that _____
   (a) we had finished our lunch.
   (b) they had finished our lunch.
   (c) they have finished their lunch.
   (d) they had finished their lunch.
8. **Direct Speech:** My dad said, "Please bring me a glass of water."
   Indirect Speech: My dad requested me _____
   (a) please bring him a glass of water.
   (b) to brought him a glass of water.
   (c) to bring him a glass of water.
   (d) that I bring him a glass of water.
9. **Direct Speech:** The teacher said, "The sun rises in the east."
   Indirect Speech: The teacher said that _____
   (a) the sun rose in the east.
   (b) the sun rises in the east.
   (c) the sun is rising in the east.
   (d) the sun had risen in the east.

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10. Direct Speech: He said, "I went to the market yesterday."
Indirect Speech: He said that he had gone to the market _____
(a) yesterday. (b) tomorrow.
(c) today. (d) the day before.

11. Fill in the Missing Verb in Indirect Speech
The teacher said that the sun _____ in the east.
(a) rises (b) rose
(c) had risen (d) is rising

12. Fill in the Missing Verb in Indirect Speech
He said that he _____ to the market the day before.
(a) went (b) goes
(c) was going (d) had gone

Ans :

1. (c) he was going to the park.
2. (b) the next day.
3. (a) I was his best friend.
4. (c) not to make noise.
5. (b) if I was from India.
6. (a) what his name was.
7. (d) they had finished their lunch.
8. (c) to bring him a glass of water.
9. (b) the sun rises in the east.
10. (d) the day before.
11. (a) rises
12. (d) had gone

Exercise 2

Change the following direct speech sentences into indirect speech.

1. He said, "I am a student."
2. She said, "I live in Delhi."
3. The teacher said, "The earth is round."
4. He said, "I went to the market yesterday."
5. She said, "I will help you."
6. Ram said to me, "You are a good singer."
7. They said, "We have finished our work."
8. He said, "I cannot swim."
9. Rina said, "I have a new toy."
10. My mother said to me, "You must eat your vegetables."

Ans :

1. He said that he was a student.
2. She said that she lived in Delhi.
3. The teacher said that the earth is round.
4. He said that he had gone to the market the day before.
5. She said that she would help me.
6. Ram told me that I was a good singer.
7. They said that they had finished their work.
8. He said that he could not swim.
9. Rina said that she had a new toy.
10. My mother told me that I must eat my vegetables.

Exercise 3

Change the following direct speech questions into indirect speech.

1. He said to me, "What is your name?"
2. She said to him, "Where do you live?"
3. The teacher asked, "Did you finish your homework?"
4. Ram said to me, "Are you coming to the party?"
5. My friend asked, "Can you help me?"
6. The stranger asked, "Why are you here?"
7. She said, "Will you go to the cinema with me?"
8. He asked, "Who is the class monitor?"
9. Ravi said to me, "Have you seen my book?"
10. The doctor asked, "How do you feel today?"

Ans :

1. He asked me what my name was.
2. She asked him where he lived.
3. The teacher asked if I had finished my homework.
4. Ram asked me if I was coming to the party.
5. My friend asked if I could help him.

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6. The stranger asked why I was there.
7. She asked if I would go to the cinema with her.
8. He asked who the class monitor was.
9. Ravi asked me if I had seen his book.
10. The doctor asked how I felt that day.

Exercise 4

Change the following direct speech commands and requests into indirect speech.

1. He said to me, "Please open the door."
2. The teacher said to the students, "Sit down."
3. My father said to me, "Do not waste water."
4. She said to her friend, "Let's go for a walk."
5. The captain said to the team, "Be ready for the match."
6. The doctor said to the patient, "Take this medicine."
7. The principal said to the boy, "Leave the room."
8. My mother said to me, "Let me help you with your homework."
9. The man said to the boy, "Do not run on the road."
10. The teacher said to the class, "Listen carefully."

Ans :

1. He requested me to open the door.
2. The teacher ordered the students to sit down.
3. My father advised me not to waste water.
4. She suggested to her friend that they should go for a walk.
5. The captain ordered the team to be ready for the match.
6. The doctor advised the patient to take that medicine.
7. The principal ordered the boy to leave the room.
8. My mother offered to help me with my homework.
9. The man advised the boy not to run on the road.
10. The teacher told the class to listen carefully.



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CHAPTER 17

PHRASAL VERBS

1. INTRODUCTION

A phrasal verb is a special kind of verb that is made up of two or three words. It combines a **main verb** with a small word, like a **preposition** or an **adverb**. The meaning of the phrasal verb is often completely different from the meaning of the individual words. For example, the phrasal verb "**look up**" does not mean to look in an upward direction; it means to search for information. In this lesson, we will learn about common phrasal verbs and how to use them.

2. COMMON PHRASAL VERBS

Here are some common phrasal verbs with their meanings and examples.

Verbs with 'Up'

Look up: to search for information in a book or on a computer.
Example: Please look up the meaning of this word in the dictionary.
Give up: to stop trying to do something; to quit.
Example: He will never give up on his dream.
Wake up: to stop sleeping.
Example: I wake up at 6 o'clock every morning.
Make up: to invent a story or an excuse.
Example: He made up a story about why he was late.

Verbs with 'Down'

Sit down: to move from a standing position to a sitting position.
Example: Please sit down and wait for the teacher.
Break down: to stop working (for a machine or a car).
Example: The car broke down on the highway.
Slow down: to reduce speed.
Example: You must slow down when you drive in the city.
Calm down: to become less angry or excited.
Example: She took a deep breath to calm down.

Verbs with 'On'

Put on: to wear a piece of clothing or an accessory.
Example: It's cold outside, so put on your jacket.
Carry on: to continue doing something.
Example: Don't stop, carry on with your work.
Go on: to continue or to happen.
Example: The show will go on despite the rain.
Come on: to encourage someone to do something.
Example: Come on, we are getting late for the movie.

Verbs with 'Off'

Take off: to remove an item of clothing.
Example: Please take off your shoes before entering the house.
Turn off: to stop a machine or a light.
Example: Don't forget to turn off the lights.
Call off: to cancel an event.
Example: The football match was called off due to rain.

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3. USING PHRASAL VERBS IN A SENTENCE

Phrasal verbs can be separable or inseparable.

Separable

The verb and the small word can be separated by an object.

Example:

Turn off the light. (Correct)

Turn the light **off**. (Also Correct)

Inseparable

The verb and the small word cannot be separated. The object must come after the phrasal verb.

Example:

He **looked after** the baby. (Correct)

He **looked** the baby **after**. (Incorrect)

EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
Please _____ the light before you leave.
(a) turn on (b) turn off
(c) turn to (d) turn away

2. What does the phrasal verb 'look up' mean in this sentence?
"Please look up the word in the dictionary."
(a) to look in an upward direction
(b) to search for information
(c) to find something
(d) to look at someone

3. Choose the Correct Phrasal Verb:
He will never _____ his dream.
(a) get up (b) give in
(c) look up (d) give up

4. Identify the Correct Phrasal Verb:
The car _____ on the highway, so we had to call for help.
(a) broke down (b) went on
(c) put off (d) took off

5. Complete the Sentence:
I _____ at 6 o'clock every morning.
(a) wake up (b) get up
(c) wake on (d) get in

6. Find the Correct Sentence:
(a) She broke her promise.
(b) She broke up her promise.
(c) She broke down her promise.
(d) She broke away her promise.

7. Identify the Phrasal Verb with 'On':
(a) turn off (b) give up
(c) put on (d) look up

8. Find the Phrasal Verb with 'Down':
(a) get in (b) look out
(c) calm down (d) go on

9. Choose the Correct Phrasal Verb:
It's cold outside, so you should _____ your jacket.
(a) put on (b) take off
(c) look for (d) give in

10. Identify the Separable Phrasal Verb:
(a) go on (b) put on
(c) look after (d) sit down

Ans :
1. (b) turn off, 2. (b) to search for information, 3. (d) give up, 4. (a) broke down, 5. (a) wake up, 6. (a) She broke her promise, 7. (c) put on, 8. (c) calm down, 9. (a) put on, 10. (b) put on.

Exercise 2

Fill in the blanks with the correct phrasal verb from the choices given.

1. Please _____ your homework before you go out. (take off/hand in)
2. I _____ at 6 AM every morning. (get up/calm down)
3. The car _____ on the way to the city. (broke down/took off)
4. Don't _____ on your dreams. (give up/put on)
5. It is cold outside, so _____ your jacket. (put on/take off)

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10. Find the Participial Phrase:

(a) He wants to go home.

(b) She loves swimming in the pool.

(c) The dog, wagging its tail, ran to its owner.

(d) They are going to the zoo.

Ans :

1. (b) clause
2. (c) with long hair
3. (a) Because he was tired, he stopped working.
4. (c) Adverb Phrase
5. (a) He went to the market
6. (d) after he practiced hard.
7. (b) The person **who won the race** is my friend.
8. (a) I know **that you are here**.
9. (b) Verb Phrase
10. (c) The dog, **wagging its tail**, ran to its owner.

Exercise 2

Read each sentence and identify the bold phrase. Choose from: Noun Phrase, Adjective Phrase, Adverb Phrase.

1. **The students in the red uniforms** are happy.
2. He drove the car **with great speed**.
3. The girl **with the long hair** is my sister.
4. She wants to eat **a sweet mango**.
5. He is walking **on the road**.

Ans :

1. Noun Phrase, 2. Adverb Phrase, 3. Adjective Phrase, 4. Noun Phrase, 5. Adverb Phrase.

Exercise 3

In each sentence, identify the Main Clause and the Subordinate Clause.

1. I went home because I was tired.
   Main Clause : _____
   Subordinate Clause : _____
2. She smiled when I called her name.
   Main Clause : _____
   Subordinate Clause : _____
3. The boy who won the race is my friend.
   Main Clause : _____
   Subordinate Clause : _____
4. He failed because he did not study.
   Main Clause : _____
   Subordinate Clause : _____
5. I will help you if you ask me.
   Main Clause : _____
   Subordinate Clause : _____

Ans :

	Main Clause	**Subordinate Clause**
1.	I went home	because I was tired
2.	She smiled	when I called her name
3.	The boy is my friend	who won the race
4.	He failed	because he did not study
5.	I will help you	if you ask me

Exercise 4

State whether each statement is 'True' or 'False'.

1. A phrase is a group of words that has both a subject and a verb.
2. An independent clause can stand alone as a complete sentence.
3. An adverb phrase tells us 'how', 'when', or 'where' an action is done.
4. A subordinate clause can make complete sense on its own.
5. A noun phrase can be the subject of a sentence.
6. "He ran" is a phrase.
7. A prepositional phrase must always be at the end of a sentence.
8. A dependent clause is a complete sentence.
9. The words "walking slowly" form a phrase.
10. A verb phrase includes a helping verb and a main verb.

Ans :

1. False, 2. True, 3. True, 4. False, 5. True, 6. False, 7. False, 8. False, 9. True, 10. True.

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CHAPTER 18

PHRASES AND CLAUSES

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1. INTRODUCTION

A phrase is a group of words that makes some sense but not complete sense. It does not have both a subject and a verb. A clause, on the other hand, is a group of words that contains a subject and a verb. A clause can make complete sense on its own, or it can be a part of a larger sentence. Understanding the difference between phrases and clauses is important for building correct and meaningful sentences.

2. PHRASES

A phrase is a group of related words that functions as a single unit in a sentence but does not contain both a subject and a verb.

3. TYPES OF PHRASES

According to their function in a sentence, phrases are divided into the following types:

1. Noun Phrase
2. Adjective Phrase
3. Adverb Phrase
4. Prepositional Phrase
5. Verb Phrase
6. Infinitive Phrase
7. Gerund Phrase
8. Participal Phrase
9. Absolute Phrase

Noun Phrase

This phrase acts like a noun in a sentence. It can be the subject, object, or complement.

Example:

The friendly brown dog ran across the park.
She wants **a very tasty sandwich**.
I saw **the tall boy with glasses**.
Running a marathon is his dream.

Adjective Phrase

This phrase acts like an adjective, describing a noun or pronoun.

Example:

The boy **with a red hat** is happy.
The house **on the hill** is very old.
He wore a shirt **made of pure cotton**.
The girl, **very happy with her gift**, smiled.

Adverb Phrase

This phrase acts like an adverb, giving more information about a verb, an adjective, or another adverb. It tells us how, when, or where.

Example:

He walked **with great speed**.
The children played **in the school playground**.
She arrived **at exactly three o'clock**.
They searched **everywhere possible**.

Prepositional Phrase

This phrase begins with a preposition and ends with a noun or pronoun (called the object of the preposition). It can function as an adjective phrase or an adverb phrase.

Example:

The book **on the table** is mine.
He walked **across the bridge**.
She is sitting **behind the curtain**.
The bird flew **over the tall building**.

Verb Phrase

This phrase consists of a main verb and one or more helping verbs.

Example:

He **has been reading** a book.
They **are watching** a movie.
We **will be going** to the party.
She **might have finished** her work.

6. He _____ a story about why he was late. (made up/went on)
7. The plane _____ from the airport on time. (took off/went on)
8. The firemen were able to _____ the fire. (put out/look up)
9. Please _____ the meaning of this word in a dictionary. (look up/give up)
10. The children _____ the school bus. (got on/put on)

Ans :

1. hand in, 2. get up, 3. broke down, 4. give up, 5. put on, 6. made up, 7. took off, 8. put out, 9. look up, 10. got on.

Exercise 3

Fill in the blanks with the correct phrasal verb from the box below.

broke down, put on, look up, give up, get on, take off, turn off, made up, went on, put out

1. My brother promised he would never _____ on his dreams.
2. It is very cold outside, you should _____ your jacket.
3. The car _____ on the highway, so we had to get a taxi.
4. She _____ a funny story about why she was late.
5. Please _____ your shoes before entering the room.
6. Don't forget to _____ the lights when you leave.
7. The firemen were able to _____ the fire in a few minutes.
8. I will _____ the meaning of this word in the dictionary.
9. He _____ with his work after a short break.
10. The students _____ the bus to go to school.

Ans :

1. give up, 2. put on, 3. broke down, 4. made up, 5. take off, 6. turn off, 7. put out, 8. look up, 9. went on, 10. got on

Exercise 4

Replace the underlined word or phrase with a suitable phrasal verb from the box below.

put off, look after, carry on, get over, cheer up, take off, look for, get up, put out, call off

1. He will **search for** his lost keys.
2. The plane will **depart** at 9 AM.
3. My mother will **take care of** the baby.
4. We had to **cancel** the cricket match due to rain.
5. Don't be sad, you should **become happier**.
6. Please **extinguish** the fire before you leave.
7. It's late, so you should **get out of bed** now.
8. She will **continue** with her studies after the break.
9. You must **postpone** the meeting until tomorrow.
10. It took him a long time to **recover from** his illness.

Ans :

1. look for, 2. take off, 3. look after, 4. call off, 5. cheer up, 6. put out, 7. get up, 8. carry on, 9. put off, 10. get over.

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Example:

What he said surprised everyone. (Subject)
I know **that she is honest**. (Object)
He believes **whatever you tell him**. (Object)
That you are here makes me happy. (Subject)

Adjective Clause (Relative Clause)

This clause acts like an adjective, describing a noun or pronoun in the main clause. It usually begins with a relative pronoun (who, whom, whose, which, that) or a relative adverb (where, when, why).

Example:

This is the boy **who won the race**.
I saw the house **where he lives**.
The book **that you gave me** is interesting.
She is the girl **whose father is a doctor**.

Adverb Clause

This clause acts like an adverb, modifying a verb, an adjective, or another adverb in the main clause. It tells us when, where, why, how, to what extent, or under what condition an action happens.

Example:

He failed **because he did not study**. (Tells why)
I will wait **until you come back**. (Tells when)
You can sit **wherever you like**. (Tells where)
Although it was raining, we went out. (Tells condition)

EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
A group of words that has a subject and a verb is a _____.
(a) phrase (b) clause
(c) sentence (d) verb

2. "She is the girl with long hair." Which part of the sentence is a phrase?
(a) she is the girl (b) the girl
(c) with long hair (d) long hair

3. Choose the Correct Sentence:
(a) Because he was tired, he stopped working.
(b) The boy with the blue shirt.
(c) Ran to the store.
(d) A funny movie.

4. In the sentence, "He came home at midnight," what kind of phrase is 'at midnight'?
(a) Noun Phrase (b) Adjective Phrase
(c) Adverb Phrase (d) Verb Phrase

5. Find the Main Clause:
(a) He went to the market
(b) because he needed milk.
(c) so that he could buy milk.
(d) which was far away.

6. Find the Subordinate Clause:
(a) He won the game
(b) and he was happy.
(c) so he was happy.
(d) after he practiced hard.

7. Identify the Adjective Clause:
(a) I know what he said.
(b) The person who won the race is my friend.
(c) He left when I arrived.
(d) I believe that she is honest.

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8. Identify the Noun Clause:
(a) I know that you are here.
(b) He smiled when I called his name.
(c) She is the girl who helped me.
(d) They won the game because they played well.

9. "The students **have been studying** for their exams." What kind of phrase is the bold part?
(a) Noun Phrase (b) Verb Phrase
(c) Adjective Phrase (d) Adverb Phrase

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Infinitive Phrase

This phrase begins with an infinitive (to + verb) and can act as a noun, an adjective, or an adverb.

Example:

To learn English is important. (Noun)
I have a promise **to keep**. (Adjective)
He went to the market **to buy groceries**. (Adverb)
She wants **to visit Paris**. (Noun)

Gerund Phrase

This phrase begins with a gerund (a verb ending in -ing used as a noun) and acts as a noun in a sentence.

Example:

Reading books is her favorite hobby.
He loves **playing football**.
Swimming in the pool is fun.
Driving a car carefully requires focus.

Participial Phrase

This phrase begins with a participle (a verb ending in -ing or -ed) and acts as an adjective, describing a noun or pronoun.

Example:

Running quickly, the boy caught the ball.
Surprised by the noise, the dog barked.
The girl **standing by the door** is my sister.
Written by a famous author, the book became a bestseller.

Absolute Phrase

An absolute phrase is a group of words that includes a noun and a participle but does not contain a subject and a verb that make a full sentence. It modifies the entire sentence, not just one word.

Example:

The weather being cold, we stayed indoors.
His legs trembling, he walked onto the stage.
Our project finished, we celebrated with a party.
Her eyes glowing with happiness, she opened the gift.

4. CLAUSES

A clause is a group of words that contains both a subject and a verb. Clauses are the building blocks of sentences.

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5. TYPES OF CLAUSES

Clauses can be of two main types : Main Clause (Independent Clause) and Subordinate Clause (Dependent Clause).

Main Clause (Independent Clause)

A main clause can stand alone as a complete sentence because it expresses a complete thought.

Example:

She finished her work.
The dog is barking loudly.
They won the game.
I am happy.

Subordinate Clause (Dependent Clause)

A subordinate clause cannot stand alone as a complete sentence because it does not express a complete thought. It depends on a main clause to make full sense. It is often introduced by a subordinating conjunction (like because, since, if, when) or a relative pronoun (like who, which, that).

Example:

He ran **because he was scared**.
I will go to the market **if it doesn't rain**.
She smiled **when I called her name**.
This is the boy **who helped me**.

6. TYPES OF SUBORDINATE CLAUSES

Subordinate clauses can function in a sentence as

1. Noun Clause
2. Adjective Clause (Relative Clause)
3. Adverb Clause

Noun Clause

This clause acts like a noun in a sentence. It can be the subject or the object of a verb.

Exercise 5

State whether each of the following statements is a 'Phrase' or a 'Clause'.

1. a beautiful red car
2. because he was happy
3. ran quickly
4. the boy is smiling
5. if it rains
6. the girl with a green dress
7. he sang a song
8. since it was late
9. walking in the park
10. I am a student

Ans :

1. Phrase, 2. Clause, 3. Phrase, 4. Clause, 5. Clause, 6. Phrase, 7. Clause, 8. Clause, 9. Phrase, 10. Clause.

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43.	ride	We went for a bike ride.	Can you ride a bicycle?
44.	drive	The drive to the city was long.	My father can drive a car.
45.	question	He asked a good question.	You should question everything.
46.	rest	Take a rest after your work.	I need to rest now.
47.	smell	I like the smell of this flower.	I can smell something burning.
48.	love	I have a lot of love for my family.	I love my dog very much.
49.	rain	The rain was very heavy.	It will rain tomorrow.
50.	mark	He got a good mark in the exam.	Please mark the correct answer.

EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
The old woman was very _____.
(Antonym: modern)
(a) young (b) aged
(c) strong (d) new

2. Which word is a synonym for 'beautiful'?
(a) ugly (b) lovely
(c) angry (d) sad

3. The antonym of 'brave' is...
(a) courageous (b) afraid
(c) bold (d) strong

4. Identify the One-Word Substitution:
A person who writes books _____.
(a) teacher (b) writer
(c) artist (d) author

5. In which sentence is 'watch' used as a verb?
(a) I have a new watch.
(b) Please watch the movie.
(c) He has a golden watch.
(d) The watch is broken.

6. Which word is a synonym for 'begin'?
(a) end (b) start
(c) stop (d) finish

7. Identify the One-Word Substitution:
A place for sick people is a _____.
(a) school (b) library
(c) hospital (d) park

8. In which sentence is 'walk' used as a noun?
(a) We walk to school.
(b) I like to walk.
(c) We went for a long walk.
(d) They walk in the morning.

9. The antonym of 'fast' is...
(a) quick (b) rapid
(c) slow (d) speedy

10. The synonym for 'end' is...
(a) finish (b) begin
(c) start (d) open

Ans :
1. (b) aged, 2. (b) lovely, 3. (b) afraid, 4. (d) author, 5. (b) Please watch the movie., 6. (b) start, 7. (c) hospital, 8. (c) We went for a long walk., 9. (c) slow, 10. (a) finish.

Exercise 2

Match the word on the left with its synonym (similar meaning) on the right.

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	Word		Synonym
1.	beautiful	(a)	intelligent
2.	big	(b)	start
3.	happy	(c)	large
4.	fast	(d)	joyful
5.	easy	(e)	noisy
6.	old	(f)	lovely
7.	begin	(g)	simple

38.	see	look, watch, observe
39.	hear	listen, perceive, heed
40.	run	sprint, dash, race
41.	walk	stroll, amble, wander
42.	laugh	giggle, chuckle, roar
43.	cry	weep, sob, wail
44.	work	labor, toil, function
45.	play	frolic, amuse, game
46.	get	obtain, receive, acquire
47.	give	donate, offer, bestow
48.	make	create, build, construct
49.	break	smash, shatter, fracture
50.	catch	grab, seize, capture
51.	call	summon, name, contact
52.	jump	leap, hop, bound
53.	sit	rest, settle, perch
54.	stand	upright, endure, tolerate
55.	turn	rotate, spin, revolve
56.	move	shift, stir, change
57.	go	leave, depart, proceed
58.	come	arrive, approach, reach
59.	find	discover, locate, detect
60.	lose	misplace, drop, forfeit
61.	love	adore, cherish, affection
62.	hate	despise, loathe, detest
63.	like	enjoy, prefer, admire
64.	dislike	hate, abhor, resent
65.	know	understand, grasp, realize
66.	learn	study, master, acquire
67.	teach	instruct, educate, train
68.	show	display, exhibit, demonstrate
69.	hide	conceal, cover, disguise
70.	create	invent, design, produce
71.	destroy	ruin, demolish, wreck
72.	build	construct, erect, assemble
73.	think	ponder, consider, reflect
74.	believe	trust, accept, credit
75.	doubt	question, suspect, distrust
76.	remember	recall, recollect, reminisce
77.	forget	overlook, neglect, disregard
78.	agree	consent, concur, approve
79.	disagree	oppose, conflict, dissent
80.	fight	battle, struggle, combat
81.	peace	harmony, tranquility, calm
82.	war	conflict, combat, battle
83.	friend	companion, buddy, pal
84.	enemy	foe, adversary, opponent
85.	leader	chief, head, commander
86.	follower	disciple, supporter, devotee
87.	winner	victor, champion, conqueror
88.	loser	defeated, failure, non-starter
89.	courage	bravery, valor, boldness
90.	fear	terror, fright, dread
91.	truth	honesty, fact, reality
92.	lie	falsehood, deceit, deception
93.	joy	happiness, delight, glee
94.	sorrow	sadness, grief, woe
95.	success	achievement, triumph, victory
96.	failure	defeat, flop, breakdown
97.	begin	start, commence, initiate
98.	finish	end, complete, conclude
99.	love	affection, passion, fondness
100.	hate	dislike, animosity, grudge

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20.	a person who makes things with wood	carpenter
21.	a place where books are kept	library
22.	a person who performs magic tricks	magician
23.	a person who is very kind and gentle	benevolent
24.	a person who works in a shop	clerk
25.	a person who studies animals	zoologist
26.	a place where clothes are washed	laundry
27.	a person who can't read or write	illiterate
28.	a person who eats human flesh	cannibal
29.	a person who is in charge of a museum	curator
30.	a person who has no hair	bald
31.	a person who studies history	historian
32.	an animal that eats meat	carnivore
33.	an animal that eats plants	herbivore
34.	a person who is always happy	optimist
35.	a person who is always sad	pessimist
36.	a person who judges a case in court	judge
37.	a person who works with stones	mason
38.	an event that happens once a year	annual
39.	an event that happens once in two years	biennial
40.	a doctor who treats animal diseases	veterinarian

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41.	a person who believes in fate	fatalist
42.	a place where airplanes are kept	hangar
43.	a place where birds are kept	aviary
44.	a period of 10 years	decade
45.	a period of 100 years	century
46.	a person who is present everywhere	omnipresent
47.	a person who knows everything	omniscient
48.	a person who has unlimited power	omnipotent
49.	a person who sells fish	fishmonger
50.	a person who loves to collect stamps	philatelist

5. WORDS USED BOTH AS A NOUN AND A VERB

Some words can be used as both a noun and a verb, depending on their function in a sentence.

	Word	**As a Noun**	**As a Verb**
1.	play	The children are going out for a play.	I like to play football.
2.	watch	He has a new watch.	They watch a movie every weekend.
3.	work	My father goes to work every day.	You must work hard to succeed.
4.	change	Can you give me some change?	The weather will change soon.
5.	sleep	I need to get some sleep.	The baby sleeps for eight hours.
6.	walk	We went for a long walk.	We will walk to the park.
7.	drink	I want a cold drink.	He drinks a lot of water.

69.	old	young
70.	patient	impatient
71.	permanent	temporary
72.	pleasant	unpleasant
73.	polite	impolite
74.	possible	impossible
75.	presence	absence
76.	private	public
77.	remember	forget
78.	rough	smooth
79.	rude	polite
80.	simple	complex
81.	single	married
82.	smile	frown
83.	success	failure
84.	sweet	bitter
85.	thick	thin
86.	tidy	messy
87.	tight	loose
88.	top	bottom
89.	useful	useless
90.	victory	defeat
91.	wide	narrow
92.	wise	foolish
93.	willing	unwilling
94.	with	without
95.	work	rest
96.	yes	no
97.	brave	cowardly
98.	calm	agitated
99.	careless	careful
100.	famous	unknown

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4. A SINGLE WORD FOR A GROUP OF WORDS

This is also known as a one-word substitution. It is the use of a single word to replace a long phrase or group of words, making your sentences more precise and concise.

	Phrase	**Single Word**
1.	a person who writes books	author
2.	a place for sick people	hospital
3.	a person who repairs cars	mechanic
4.	a person who tells a lie	liar
5.	a person who can't see	blind
6.	a person who can't hear	deaf
7.	a person who sells vegetables	greengrocer
8.	a place where students study	school
9.	a person who is very brave	courageous
10.	a person who helps others	altruist
11.	a group of birds	flock
12.	a group of cattle	herd
13.	a person who studies the stars	astronomer
14.	a person who does not believe in God	atheist
15.	a person who lives in a foreign country	foreigner
16.	a person who travels to space	astronaut
17.	a person who draws maps	cartographer
18.	a person who loves his country	patriot
19.	a person who is good with computers	programmer

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CHAPTER 19

WORD POWER

1. INTRODUCTION

Word Power is all about expanding your vocabulary by learning new words and understanding how they are related. This chapter will help you learn about words that have similar or opposite meanings, how to replace a long phrase with a single word, and how some words can be used in more than one way. A strong vocabulary is like a set of powerful tools that helps you express your thoughts clearly and effectively in both writing and speaking.

2. SYNONYMS

Synonyms are words that have a similar or the same meaning. They are useful for making your writing more interesting by avoiding repetition.

	Word	**Synonyms**
1.	beautiful	pretty, lovely, gorgeous
2.	big	large, huge, gigantic
3.	small	little, tiny, miniature
4.	sad	unhappy, gloomy, sorrowful
5.	happy	joyful, cheerful, merry
6.	fast	quick, rapid, swift
7.	slow	leisurely, unhurried, sluggish
8.	good	fine, excellent, great
9.	bad	awful, terrible, poor
10.	smart	intelligent, clever, bright
11.	honest	truthful, sincere, upright
12.	kind	gentle, friendly, caring
13.	brave	courageous, bold, fearless
14.	rich	wealthy, affluent, prosperous
15.	poor	needy, Broke, destitute
16.	easy	simple, effortless, uncomplicated
17.	difficult	hard, challenging, tough
18.	clean	spotless, tidy, neat
19.	dirty	messy, soiled, unclean
20.	loud	noisy, roaring, boisterous
21.	soft	gentle, smooth, quiet
22.	strong	powerful, mighty, robust
23.	weak	frail, feeble, delicate
24.	cool	chilly, cold, crisp
25.	hot	warm, scorching, blazing
26.	new	recent, fresh, modern
27.	old	aged, ancient, elderly
28.	start	begin, commence, initiate
29.	end	finish, conclude, stop
30.	talk	speak, converse, chat
31.	ask	inquire, question, demand
32.	answer	reply, respond, retort
33.	help	assist, support, aid
34.	buy	purchase, acquire, procure
35.	sell	vend, trade, market
36.	close	shut, seal, lock
37.	open	unfasten, unlock, reveal

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8.	love	My mother's love is unconditional.	I love my family.
9.	help	Thank you for your help.	Can you help me with this?
10.	dream	I had a strange dream last night.	I dream of becoming a pilot.
11.	hand	He held a toy in his hand.	Can you hand me the keys?
12.	water	I need a glass of water.	Please water the plants.
13.	talk	The students had a loud talk.	The children talk loudly.
14.	plan	He has a good plan for the trip.	They plan to go on a trip.
15.	run	She went for a run in the morning.	The boy can run very fast.
16.	book	He is reading a book.	You must book your ticket in advance.
17.	hit	He got a hit on his head.	The ball will hit the wall.
18.	jump	She took a big jump.	The cat can jump on the table.
19.	close	The store is going to close.	Please stand close to me.
20.	mind	He has a brilliant mind.	Do you mind if I open the door?
21.	light	The light is on.	Can you light the candle?
22.	wish	My birthday wish came true.	I wish you all the best.
23.	call	He got a phone call.	Please call me tomorrow.
24.	dance	They performed a beautiful dance.	We will dance at the party.

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25.	move	It's your move in the game.	Please move this chair.
26.	hope	I have hope that you will succeed.	I hope to see you soon.
27.	taste	I don't like the taste of this food.	Please taste this soup.
28.	face	He has a happy face.	I have to face my fears.
29.	smile	The baby gave a big smile.	She always smiles at me.
30.	cry	He let out a loud cry.	The baby will cry if you leave.
31.	point	He made a valid point.	Don't point at people.
32.	stand	They took a stand against injustice.	Please stand up.
33.	sound	The sound was very loud.	The alarm will sound soon.
34.	park	We went to the park.	You cannot park here.
35.	present	He gave me a present.	The students present their work.
36.	cook	My mother is a good cook.	I can cook very well.
37.	finish	The race came to a finish.	Please finish your homework.
38.	drop	I saw a water drop.	Please do not drop the glass.
39.	ring	She wears a golden ring.	The phone will ring.
40.	visit	We had a pleasant visit.	We will visit our grandparents.
41.	count	The count was wrong.	Can you count these apples?
42.	show	The magic show was amazing.	He will show you the way.

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3. ANTONYMS

Antonyms are words that have an opposite meaning to each other. Learning antonyms helps you understand the contrast between words.

	Word	**Antonym**
1.	big	small
2.	happy	sad
3.	tall	short
4.	fat	thin
5.	hot	cold
6.	fast	slow
7.	rich	poor
8.	right	wrong
9.	easy	difficult
10.	brave	cowardly
11.	win	lose
12.	new	old
13.	open	close
14.	come	go
15.	inside	outside
16.	up	down
17.	day	night
18.	light	dark
19.	clean	dirty
20.	loud	quiet
21.	full	empty
22.	strong	weak
23.	long	short
24.	high	low
25.	start	end
26.	good	bad
27.	beautiful	ugly
28.	friend	enemy
29.	love	hate
30.	truth	lie
31.	always	never
32.	before	after
33.	black	white
34.	male	female
35.	sweet	sour
36.	wide	narrow
37.	sick	healthy
38.	early	late
39.	kind	cruel
40.	honest	dishonest
41.	accept	reject
42.	agree	disagree
43.	build	destroy
44.	buy	sell
45.	careful	careless
46.	clever	foolish
47.	create	destroy
48.	safe	dangerous
49.	find	lose
50.	arrive	depart
51.	catch	miss
52.	clear	cloudy
53.	deep	shallow
54.	dry	wet
55.	fact	fiction
56.	give	take
57.	grow	shrink
58.	heavy	light
59.	help	hinder
60.	hard	soft
61.	hot	cold
62.	include	exclude
63.	join	separate
64.	knowledge	ignorance
65.	lend	borrow
66.	live	die
67.	maximum	minimum
68.	noisy	silent

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8.	loud	(h)	quick
9.	smart	(i)	ancient
10.	good	(j)	fine

Ans :
1. (f) lovely, 2. (c) large, 3. (d) joyful, 4. (h) quick,
5. (g) simple, 6. (i) ancient, 7. (b) start, 8. (e) noisy, 9. (a) intelligent, 10. (j) fine.

Exercise 3

Match the word on the left with its antonym (opposite) on the right.

	Word		**Antonym**
1.	happy	(a)	short
2.	fast	(b)	lose
3.	old	(c)	dirty
4.	light	(d)	sad
5.	easy	(e)	ugly
6.	strong	(f)	slow
7.	beautiful	(g)	new
8.	win	(h)	weak
9.	clean	(i)	difficult
10.	tall	(j)	dark

Ans :
1. (d) sad, 2. (f) slow, 3. (g) new, 4. (j) dark, 5. (i) difficult, 6. (h) weak, 7. (e) ugly, 8. (b) lose, 9. (c) dirty, 10. (a) tall.

Exercise 4

Complete the sentences by choosing the correct word from the box provided.

decade, century, pessimist, constellation, trio, audience, architect, library, flock, herbivore

1. A person who designs buildings is called a/an _____.
2. A person who only looks at the bad side of things is a/an _____.
3. A person who eats only grass and plants is a/an _____.
4. A group of stars is called a _____.
5. A group of three musicians performing together is a _____.
6. A collection of books is a/an _____.
7. A group of sheep or birds is a _____.
8. A period of one hundred years is a/an _____.
9. A period of ten years is a _____.
10. A group of people who watch a play or concert is an _____.

Ans :
1. architect, 2. pessimist, 3. herbivore, 4. constellation, 5. trio, 6. library, 7. flock, 8. century, 9. decade, 10. audience.

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Exercise 5

The words in the box can be used as both a noun and a verb. Write sentences by using the same word from the box, first as a noun and then as a verb.

watch, drink, light, play, book, ring, smile, race, name, change

Ans :
1. (a) Kavita received a beautiful gold watch for her birthday. (Noun)
   (b) We should watch the sky tonight to see the meteor shower. (Verb)
2. (a) The cold drink was refreshing on a hot day. (Noun)
   (b) Please do not drink directly from the bottle. (Verb)
3. (a) I need to buy a new light for my study table. (Noun)
   (b) Please light the candles on the cake. (Verb)
4. (a) The children went to the park to have a play. (Noun)
   (b) They will play soccer after school. (Verb)
5. (a) I am reading a very interesting book right now. (Noun)
   (b) I need to book a flight ticket for next week. (Verb)

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6. (a) There was a wedding ring on her finger. (Noun)
   (b) The students heard the bell ring for the end of class. (Verb)
7. (a) She gave a warm smile when I greeted her. (Noun)
   (b) It is good to smile at new people you meet. (Verb)
8. (a) The race will start in five minutes. (Noun)
   (b) We will race to the finish line to see who wins. (Verb)
9. (a) What is the name of your favorite movie? (Noun)
   (b) She will name her new puppy "Shadow." (Verb)
10. (a) I have some spare change in my pocket. (Noun)
    (b) We need to change the old curtains to new ones. (Verb)



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CHAPTER 20

PREFIXES AND SUFFIXES

1. INTRODUCTION

Prefixes and suffixes are small parts of words that are added to a main word to change its meaning. The main word is called the root word or base word. A prefix is added to the beginning of a word, and a suffix is added to the end. By understanding these word parts, you can easily guess the meaning of new and difficult words. In this chapter, we will learn about the most common prefixes and suffixes and how they change a word's meaning.

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2. PREFIXES

A prefix is a group of letters placed at the **beginning** of a word to change its meaning.

Prefixes that Change Meaning to "Not" or "Opposite"

Prefix	Meaning	Examples
un-	not, opposite	unhappy, unkind, unlock, undo
dis-	not, opposite	dislike, disagree, dishonest, disappear
in-	not, opposite	incomplete, incorrect, invisible, inactive
im-	not, opposite	impossible, impolite, improper, immature
ir-	not, opposite	irregular, irrelevant, irresponsible, irrational
il-	not, opposite	illegal, illogical, illiterate
non-	not, without	nonstop, nonsense, nonfiction, nonessential

Prefixes that Show Position or Action

Prefix	Meaning	Examples
pre-	before	preview, prepaid, pretest, prefix
re-	again	rewrite, redo, rebuild, reuse
sub-	under	submarine, subway, subtract, subtitle
trans-	across, beyond	transport, translate, transatlantic
mid-	middle	midnight, midway, midterm
ex-	out of, former	extract, exclude, ex-president, ex-wife

3. SUFFIXES

A suffix is a group of letters placed at the **end** of a word to change its meaning and often its part of speech.

Suffixes that Form Nouns

Suffix	Meaning	Examples
-ness	state of being	happiness, kindness, sadness
-ment	result of an action	payment, punishment, improvement
-ship	state or quality	friendship, leadership, ownership
-tion	act or process	information, education, invention
-er	person who does	teacher, writer, painter

8. I don't want to do this, but I have to _____ and get it over with.
9. He was _____ after winning the lottery.
10. Please _____ this word in the dictionary for me.

Ans :

1. hit the sack, 2. under the weather, 3. piece of cake, 4. spill the beans, 5. cost an arm and a leg, 6. break a leg, 7. the ball is in your court, 8. bite the bullet, 9. on cloud nine, 10. look up.

Exercise 3

Fill in the blanks with the correct proverb from the box below.

- Actions speak louder than words
- A penny saved is a penny earned
- Don't judge a book by its cover
- All that glitters is not gold
- A friend in need is a friend indeed
- The early bird catches the worm
- Look before you leap
- Two heads are better than one
- Practice makes perfect
- Where there's a will, there's a way

1. He saved all his pocket money, believing that _____.
2. My friend helped me with my difficult homework. He showed me that _____.
3. I don't just want promises; I want to see you do something. I believe that _____.
4. She looks very quiet and shy, but she is actually very smart. You should _____.
5. Don't make a quick decision. You should _____.
6. We couldn't solve the puzzle alone, but when we worked together, it was easy. We learned that _____.
7. He wakes up at 5 AM to study for his exams. He knows that _____.
8. The new toy looked great, but it broke on the first day. It is true that _____.
9. To become a good cricketer, you have to work hard every day. After all, _____.
10. She wants to be a great artist, and she won't give up until she succeeds. She knows that _____.

Ans :

1. A penny saved is a penny earned
2. A friend in need is a friend indeed
3. Actions speak louder than words
4. Don't judge a book by its cover
5. Look before you leap
6. Two heads are better than one
7. The early bird catches the worm
8. All that glitters is not gold
9. Practice makes perfect
10. Where there's a will, there's a way

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Exercise 2

Fill in the blanks with a suitable prefix from the box below.

un-, dis-, re-, pre-, sub-, non-, im-, in-, ex-, mid-

1. Please _____read the paragraph again.
2. I am _____happy with my new toy.
3. Please do not _____obey your parents.
4. She likes to _____write the story.
5. The movie was _____fiction.
6. It is _____possible to fly like a bird.
7. The _____marine is a ship that travels under water.
8. You must _____heat the food before you eat it.
9. This work is _____complete.
10. We will meet at _____night.

Ans :

1. re, 2. un, 3. dis, 4. re, 5. non, 6. im, 7. sub, 8. pre, 9. in, 10. mid.

Exercise 3

Fill in the blanks with the correct word by choosing a suitable suffix.

1. He is a famous writ_____. (er/ment)
2. He is a wonder_____ cricketer. (ful/ness)
3. She is a great lead_____. (er/tion)
4. The students laughed happi_____. (ness/ly)
5. He is known for his kind_____. (ness/ful)
6. The book is very read_____. (able/ness)
7. She sings so beautiful_____. (ly/ness)
8. He showed great brave_____. (ery/ment)
9. This machine is very use_____. (ful/tion)
10. The teacher gave us useful inform_____. (ful/ation)

Ans :

1. writer, 2. wonderful, 3. leader, 4. happily, 5. kindness, 6. readable, 7. beautifully, 8. bravery, 9. useful, 10. information.

Exercise 4

Rewrite each sentence by changing the bold word using the prefix or suffix given in parentheses.

1. He is **happy** with his new toy. (un-)
2. I will **write** the letter again. (re-)
3. She sings in a **beautiful** way. (-ly)
4. The students did not **agree** with the teacher. (dis-)
5. He is full of **hope** for the future. (-ful)
6. He is not a famous **writer**. (un-)
7. The boy has no **fear**. (-less)
8. I will **lock** the door. (un-)
9. He acts in a **kind** way. (-ness)
10. The water is full of **dirt**. (-y)

Ans :

1. He is **unhappy** with his new toy.
2. I will **rewrite** the letter.
3. She sings **beautifully**.
4. The students **disagreed** with the teacher.
5. He is **hopeful** for the future.
6. He is an **unfamous** writer.
7. The boy is **fearless**.
8. I will **unlock** the door.
9. He acts with **kindness**.
10. The water is **dirty**.

Exercise 5

Form a new word by adding the given prefix or suffix to the root word. Then, write the meaning of the new word.

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1. agree + dis-
   New Word: _____
   Meaning: _____
2. care + -less
   New Word: _____
   Meaning: _____
3. polite + im-
   New Word: _____
   Meaning: _____

4. friend + -ship
   New Word: _ _ _ _ _ _
   Meaning: _ _ _ _ _ _
5. possible + im-
   New Word: _ _ _ _ _ _
   Meaning: _ _ _ _ _ _

Ans :

	New Word	**Meaning**
1.	disagree	not agree
2.	careless	without care
3.	impolite	not polite
4.	friendship	state of being a friend
5.	impossible	not possible



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CHAPTER 21

IDIOMS AND PROVERBS

1. INTRODUCTION

Idioms and proverbs are special kinds of phrases that add color and meaning to our language. They are groups of words that have a meaning different from the literal meaning of the individual words. Understanding them is important because they are very common in everyday conversation and writing. Idioms and proverbs help us express ideas in a clever and memorable way. In this chapter, we will learn what idioms and proverbs are and how they are used.

2. IDIOMS

An idiom is a phrase or expression where the meaning is not obvious from the individual words. It is a phrase that has a fixed, figurative meaning. Here are some common idioms with their meanings and examples:

1. **A dime a dozen:** Something that is very common.
   Example: Smartphones are a dime a dozen these days.
2. **Beat around the bush:** To avoid the main topic and not speak directly.
   Example: Stop beating around the bush and tell me what you want.
3. **Call it a day:** To stop working on something.
   Example: We've been working for hours, let's call it a day.
4. **Cut corners:** To do something poorly or cheaply to save time or money.
   Example: They cut corners on the building's construction, and now it's unsafe.
5. **Get out of hand:** To lose control.
   Example: The party got out of hand when too many people showed up.
6. **Hold your horses:** To be patient; wait a moment.
   Example: Hold your horses, we still have ten minutes before the movie starts.
7. **Jump on the bandwagon:** To join a popular trend or activity.
   Example: When the new phone became popular, everyone jumped on the bandwagon to buy it.
8. **Let the cat out of the bag:** To accidentally reveal a secret.
   Example: I didn't mean to let the cat out of the bag about the surprise party.
9. **Miss the boat:** To miss an opportunity.
   Example: He was late to apply for the job and missed the boat.
10. **On the same page:** To be in agreement.
    Example: Before we start, let's make sure we're all on the same page.
11. **Pull someone's leg:** To playfully tease or joke with someone.
    Example: He's just pulling your leg; he didn't actually lose his keys.
12. **See eye to eye:** To agree completely with someone.
    Example: My brother and I don't always see eye to eye on politics.
13. **Take it with a grain of salt:** To not believe something completely.
    Example: I heard a rumor, but you should take it with a grain of salt.

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18. **Let sleeping dogs lie:** Do not bring up an old conflict or a problem that has already been resolved.
Example: I know you're still upset about what happened, but it's in the past. It's better to let sleeping dogs lie.
19. **Don't put all your eggs in one basket:** Do not risk everything on a single plan or venture.
Example: You should apply for several jobs, not just one. Don't put all your eggs in one basket.
20. **Birds of a feather flock together:** People who are similar in character and interests tend to spend time together.
Example: I wasn't surprised to see them together at the concert; birds of a feather flock together.
21. **A chain is only as strong as its weakest link:** The entire group is only as strong as its weakest member.
Example: The team lost the match because of one player's mistake. A chain is only as strong as its weakest link.
22. **When the cat's away, the mice will play:** People will often misbehave when they are not being supervised.
Example: The students started talking as soon as the teacher left the room. When the cat's away, the mice will play.
23. **Look on the bright side:** Be optimistic even in a difficult situation.
Example: You lost the game, but at least you had fun. Look on the bright side.
24. **Curiosity killed the cat:** Being too curious about other people's business can get you into trouble.
Example: She kept asking questions about the secret plan until she was told to stop. Curiosity killed the cat.
25. **Kill two birds with one stone:** To achieve two things with a single action.
Example: I went to the store to get milk, and I also got my new book. I killed two birds with one stone.
26. **You can lead a horse to water, but you can't make it drink:** You can give someone an opportunity, but you cannot force them to take it.
Example: I offered him help with his homework, but he didn't want it. You can lead a horse to water, but you can't make it drink.
27. **Where there's a will, there's a way:** If you are determined enough, you will find a way to achieve your goal.
Example: He was determined to get a scholarship and he did. He showed that where there's a will, there's a way.
28. **Haste makes waste:** Doing something too quickly leads to mistakes and poor results.
Example: Don't rush your project. Haste makes waste.
29. **Necessity is the mother of invention:** Difficult situations and a lack of resources often lead to new ideas and inventions.
Example: He used old boxes to make a desk for himself. Necessity is the mother of invention.
30. **All good things must come to an end:** Nothing lasts forever, and you have to accept it.
Example: The holiday was fun, but now we have to go home. All good things must come to an end.

EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
She was sad to leave, but she knew that _____.
(a) a friend in need is a friend indeed
(b) all good things must come to an end
(c) a penny saved is a penny earned
(d) look before you leap

2. What does the idiom 'piece of cake' mean?
(a) a delicious dessert
(b) something very difficult
(c) something very easy
(d) a small piece of something

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3. **The early bird catches the worm:** Being the first to do something gives you an advantage.
   Example: I woke up early to study for my exam. The early bird catches the worm.
4. **Honesty is the best policy:** It is always better to be truthful and honest.
   Example: Even if you made a mistake, you should tell the truth because honesty is the best policy.
5. **Don't cry over spilled milk:** There is no point in being sad about something that has already happened and cannot be changed.
   Example: You lost the game, but you played well. Don't cry over spilled milk.
6. **Practice makes perfect:** Doing something over and over again is the only way to become skilled at it.
   Example: I'm not good at playing the piano yet, but I know practice makes perfect.
7. **A bird in the hand is worth two in the bush:** What you have is more valuable than what you might get.
   Example: You have a good job, don't quit just for a chance at a better one. A bird in the hand is worth two in the bush.
8. **When in Rome, do as the Romans do:** When you are in a new place, you should follow the customs of the people there.
   Example: I don't usually eat with my hands, but here everyone does. When in Rome, do as the Romans do.
9. **Two heads are better than one:** It is easier to solve a problem with the help of someone else.
   Example: We couldn't solve the puzzle alone, but together we did it. Two heads are better than one.
10. **Too many cooks spoil the broth:** If too many people are involved in a task, the result will be poor.
    Example: Let's let one person lead this project, or else too many cooks will spoil the broth.
11. **Every dog has its day:** Everyone gets a chance to succeed or have good fortune at some point.
    Example: He finally won the trophy after years of trying. Every dog has its day.
12. **Easy come, easy go:** Things that are gained quickly are often lost just as quickly.
    Example: He won a lot of money, but he spent it all right away. Easy come, easy go.
13. **The grass is always greener on the other side:** People are never satisfied with their own situation and think others have it better.
    Example: I think I would be happier in a bigger city, but my friend says she wishes she lived here. I guess the grass is always greener on the other side.
14. **Where there's smoke, there's fire:** If there is a rumor, there is probably some truth to it.
    Example: I heard he was leaving the company. Where there's smoke, there's fire.
15. **A stitch in time saves nine:** Fixing a small problem now saves you from a lot of work later.
    Example: I mended the small hole in my shirt now, because a stitch in time saves nine.
16. **Beggars can't be choosers:** If you are in a bad situation and someone gives you something, you should be grateful and not complain.
    Example: He offered me a used book, and I accepted it because beggars can't be choosers.
17. **Fortune favors the bold:** People who are brave and take risks are often successful.
    Example: He asked the CEO for a job and got it. He proved that fortune favors the bold.

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14. **The last straw:** The final annoyance that makes a situation unbearable.
Example: When the taxi driver was late again, it was the last straw.
15. **Throw in the towel:** To give up.
Example: He was losing the game badly, so he decided to throw in the towel.
16. **Go the extra mile:** To make more effort than is expected.
Example: To get a good grade, you have to go the extra mile on your project.
17. **A slap on the wrist:** A very light punishment.
Example: He was caught cheating, but only got a slap on the wrist.
18. **Speak of the devil:** When the person you were just talking about appears unexpectedly.
Example: Well, speak of the devil, here comes our boss now.
19. **To get cold feet:** To suddenly become too nervous to do something you had planned.
Example: I was going to try bungee jumping, but I got cold feet.
20. **To feel like a fish out of water:** To feel uncomfortable or out of place.
Example: At the formal dinner, he felt like a fish out of water.
21. **Through thick and thin:** Through good times and bad times.
Example: We've been friends for years, and we've been there for each other through thick and thin.
22. **To hit the nail on the head:** To say something exactly right.
Example: You just hit the nail on the head with that explanation.
23. **Once in a blue moon:** Something that happens very rarely.
Example: We only go out to eat once in a blue moon.
24. **Out of the blue:** Something that happens unexpectedly.
Example: She called me out of the blue after ten years.
25. **Have your head in the clouds:** To be unaware of what's happening around you because you are daydreaming.
Example: The teacher asked a question, but he couldn't answer because his head was in the clouds.
26. **To break the ice:** To start a conversation in a social situation.
Example: He told a joke to break the ice at the start of the meeting.
27. **A blessing in disguise:** Something that seems bad at first, but turns out to be good.
Example: Losing my job was a blessing in disguise because it led me to a better one.
28. **In the nick of time:** Just in time, at the last possible moment.
Example: He caught the bus in the nick of time.
29. **To get a second wind:** To find a new burst of energy after being tired.
Example: I was tired during the race, but I got a second wind and finished strong.
30. **To cost a fortune:** To be extremely expensive.
Example: The repairs for the car are going to cost a fortune.

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3. PROVERBS

A proverb is a short, well-known saying that gives advice or expresses a general truth about life. Proverbs are often passed down through generations. Here are some common proverbs with their meanings and examples:

1. **Absence makes the heart grow fonder:** Missing someone makes you appreciate and love them more.
Example: I miss my parents when they travel, so I guess absence makes the heart grow fonder.
2. **Look before you leap:** Think carefully about the possible consequences before you act.
Example: Don't make a hasty decision; look before you leap.

3. Choose the Correct Proverb:
(a) Don't judge a book by its cover.
(b) Don't judge a book by its cover.
(c) Don't judge a book for its cover.
(d) Don't judge a book on its cover.

4. In which sentence is the idiom 'break a leg' used correctly?
(a) She fell and broke a leg.
(b) I told my friend to break a leg before her exam.
(c) My car broke a leg on the highway.
(d) The table broke a leg when it fell.

5. Choose the Correct Idiom:
He was tired, so he decided to _____.
(a) bite the bullet (b) hit the sack
(c) spill the beans (d) get out of hand

6. The proverb 'Actions speak louder than words' means that...
(a) you should be loud when you speak.
(b) what you do is more important than what you say.
(c) words are not necessary to communicate.
(d) you should always talk about your actions.

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7. "He was told to wait and not rush." Which idiom matches this advice?
(a) take it with a grain of salt
(b) a penny saved is a penny earned
(c) hold your horses
(d) cost an arm and a leg

8. 'A penny saved is a penny earned' is to money as 'The early bird catches the worm' is to...
(a) success (b) time
(c) animals (d) food

9. Choose the Correct Idiom:
He accidentally _____ about the surprise party.
(a) bit the bullet (b) missed the boat
(c) spilled the beans (d) broke a leg

10. What is the best proverb to use when someone complains about something that can't be changed?
(a) Let sleeping dogs lie.
(b) Don't cry over spilled milk.
(c) Look before you leap.
(d) Honesty is the best policy.

Ans :

1. (b) all good things must come to an end
2. (c) something very easy
3. (a) Don't judge a book by its cover.
4. (b) I told my friend to break a leg before her exam.
5. (b) hit the sack
6. (b) what you do is more important than what you say.
7. (c) hold your horses
8. (a) success
9. (c) spilled the beans
10. (b) Don't cry over spilled milk.

Exercise 2

Fill in the blanks with the correct idiom from the box below.

under the weather	piece of cake
spill the beans	hit the sack
break a leg	cost an arm and a leg
bite the bullet	look up
the ball is in your court	on cloud nine

1. He was very tired, so he decided to _____.
2. I have been feeling _____ for the last two days.
3. The test was a _____ for me. I finished it in 15 minutes.
4. She accidentally _____ about the surprise party.
5. My new smartphone must have _____.
6. You have a big performance today. _____!
7. The principal gave us all the information. Now _____ to make a decision.

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Suffixes that Form Adjectives

Suffix	Meaning	Examples
-ful	full of	careful, hopeful, thoughtful
-less	without	careless, homeless, hopeless
-ous	full of	dangerous, humorous, courageous
-able	able to be	readable, washable, acceptable

Suffixes that Form Verbs

Suffix	Meaning	Examples
-ify	to make or cause	magnify, beautify, simplify
-en	to make or cause	darken, widen, lighten

Suffixes that Form Adverbs

Suffix	Meaning	Examples
-ly	in a certain way	quickly, slowly, carefully

EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
She wants to _____ the story to her friends.
(a) read (b) reread
(c) readed (d) rereaded

2. The word "unhappy" means...
(a) very happy
(b) the opposite of happy
(c) a little happy
(d) happy again

3. Choose the Correct Prefix:
He will _____ the words from the long paragraph.
(a) ex (b) non
(c) dis (d) in

4. Which word is a noun formed with a suffix?
(a) quickly (b) beautiful
(c) kindness (d) reopen

5. Choose the Correct Suffix:
The book is very _____.
(a) readment (b) readful
(c) readable (d) readness

6. Find the Correct Prefix:
You must not be _____ on the bus.
(a) nonpolite (b) impolite
(c) dispolite (d) unpolite

7. Identify the Correct Adverb:
(a) honest (b) honesty
(c) honestly (d) dishonest

8. Find the Correct Suffix:
He is a great _____.
(a) teachful (b) teachness
(c) teacher (d) teaching

9. Complete the Sentence:
The word 'impossible' is formed by adding the prefix _____ to the word 'possible'.
(a) in (b) un
(c) im (d) dis

10. Choose the Correct Suffix:
The necklace is very _____.
(a) beautyful (b) beautyless
(c) beautiful (d) beautyment

Ans :
1. (b) reread, 2. (b) the opposite of happy, 3. (a) ex, 4. (c) kindness, 5. (c) readable, 6. (b) impolite, 7. (c) honestly, 8. (c) teacher, 9. (c) im, 10. (c) beautiful.

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CHAPTER 22

FIGURES OF SPEECH

1. INTRODUCTION

Figures of speech are literary devices used by writers and speakers to make language more interesting, descriptive, and impactful. They use words in a way that goes beyond their simple or literal meaning. By using figures of speech, we can create vivid images and add a powerful effect to our sentences. For example, instead of saying "She is brave," we can say "She is a lion," which creates a stronger picture in the reader's mind. In this chapter, we will learn about many of these special phrases and literary devices.

2. TYPES OF FIGURES OF SPEECH

Simile

A simile is a figure of speech that compares two different things using the words 'like' or 'as'. It is a direct comparison.

Example:

The fighter was **as brave as a lion**.
Her eyes sparkled **like stars**.
The child's face was **as round as the moon**.
He ran **like the wind**.

Metaphor

A metaphor is a figure of speech that makes a direct comparison between two unlike things without using 'like' or 'as'. It states that one thing is another.

Example:

The classroom **was a zoo**.
He **is a shining star**.
The world **is a stage**.
Laughter **is the best medicine**.

Personification

Personification is a figure of speech where human qualities or actions are given to inanimate objects or abstract ideas.

Example:

The wind **whispered** through the trees.
The sun **smiled** down on us.
The alarm clock **screamed** at me to wake up.
The stars **danced** in the night sky.

Oxymoron

An oxymoron is a figure of speech in which two words with opposite meanings are placed side by side to create a new and surprising effect.

Example:

The comedian was **seriously funny**.
The old film was a **new classic**.
He was living in **sweet sorrow**.
That was a **terribly good** idea.

Hyperbole

Hyperbole is a figure of speech that uses exaggeration for emphasis or dramatic effect. It is not meant to be taken literally.

Example:

I am so hungry I could **eat a horse**.
He cried a **river of tears**.
My bag weighs **a ton**.
I've told you **a million times** to be quiet.

Alliteration

Alliteration is the repetition of the same sound or letter at the beginning of words that are close to each other.

Example:

Sally **s**ells **s**eashells by the **s**eashore.
Peter **P**iper **p**icked a **p**eck of **p**ickled **p**eppers.
Fair **f**reight from **F**rance.
Wild and **w**oolly **w**orms.

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3. A silly old dog named Bob, (A)
Loved to eat corn on the cob. (A)
He ate with a shout, (B)
His teeth all fell out, (B)
Which made him quite sad, the poor slob. (A)

4. City
Busy, Loud
Working, Driving, Talking
Buildings, Cars, Trees, Farms
Relaxing, Growing, Quiet
Peaceful, Slow
Country

5. **M**y best friend in the world
Only you can make me smile
Teaches me to be kind
Helps me with everything
Every day is a gift with you
Really, really great!

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6. A parrot who lived on a farm, (A)
Would shout out a word just to charm. (A)
He'd squawk "Hello!" all day long, (B)
Though the word was all wrong, (B)
He still meant to do no one harm. (A)

7. Joy
Happy, Bright
Smiling, Laughing, Playing
Glee, Fun, Tears, Grief
Crying, Hurting, Feeling
Sad, Dark
Sorrow

8. **N**ew leaves on the trees
All the animals roam
The beauty of the world
Under the big sky
Rivers flow softly
Everything is peaceful

9. A mouse with a hat on its head, (A)
Crept into a very big shed. (A)
It chewed on a wire, (B)
Then started a fire, (B)
And ran out of the shed, it is said. (A)

10. A frog with a very long tongue, (A)
From a high jungle vine had he swung. (A)
He caught a big fly, (B)
Just as it went by, (B)
And sang a small song while he'd clung. (A)



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(a) Metaphor (b) Personification
(c) Hyperbole (d) Alliteration

5. Choose the Correct Figure of Speech:
"Seriously funny" is an example of a/an _____.
(a) Simile (b) Metaphor
(c) Oxymoron (d) Onomatopoeia

6. Which word imitates a sound?
(a) tall (b) buzz
(c) quick (d) happy

7. Complete the Analogy:
'A beautiful flower' is to Imagery as 'The bee buzzed' is to _____.
(a) Metaphor (b) Onomatopoeia
(c) Simile (d) Hyperbole

8. In which sentence is 'Hyperbole' used?
(a) My friend is as smart as a fox.
(b) The book is a friend.
(c) I told you a million times.
(d) The flowers were dancing.

9. Choose the Correct Figure of Speech:
"The rough bark of the tree" is an example of _____.
(a) Personification (b) Imagery
(c) Alliteration (d) Onomatopoeia

10. Fill in the Blank:
He said, "_____" and left the room.
(a) Break a leg
(b) The ball is in your court
(c) Call it a day
(d) Spill the beans

11. The poem has the following lines:
The sun is bright.
I'll go fly my kite.
The cat sat on the rug.
He gave me a big hug.
What is the rhyme scheme?
(a) AABB (b) ABAA
(c) ABAB (d) ABBC

12. Find the Correct 'Collocation':
(a) powerful rain (b) powerful coffee
(c) powerful car (d) heavy rain

13. Which word reads the same backward and forward?
(a) car (b) level
(c) rotor (d) b and c

14. Which sentence uses 'Alliteration'?
(a) He ran very quickly.
(b) The cat sat on the mat.
(c) She sells seashells.
(d) The river flowed smoothly.

15. Find the Binomial:
(a) The red rose. (b) Salt and pepper.
(c) The big house. (d) The fast car.

Ans :

1. (b) a river
2. (b) Metaphor
3. (c) She is as brave as a lion.
4. (b) Personification
5. (c) Oxymoron
6. (b) buzz
7. (b) Onomatopoeia
8. (c) I told you a million times.
9. (b) Imagery
10. (c) 'Call it a day'
11. (a) AABB
12. (d) heavy rain
13. (d) b and c
14. (c) She sells seashells.
15. (b) Salt and pepper.

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Exercise 2

Read each sentence and identify the figure of speech. Choose from: Simile, Metaphor, Personification, Hyperbole, Onomatopoeia.

1. My brother is a lion when he plays football.
2. The clock on the wall went tick-tock.
3. The students were as quiet as mice.
4. The sun smiled down on the green fields.
5. I have a ton of homework to finish tonight.
6. The wind howled all night long.
7. The classroom was a zoo after the teacher left.

Ans :
(a) is, (b) told, (c) which, (d) could, (e) found, (f) on, (g) helped, (h) was able to, (i) the, (j) taught.

5. Complete the passage below by filling in the blanks with the most suitable word from the options provided.
Our team was preparing (a) _____ (for/of/to) the big game. We (b) _____ (had been training/are training/were training) for months, and everyone was nervous but excited. Our coach, who (c) _____ (is/was/were) a former professional player, gave us a final pep talk. "(d) _____ (You/He/They) must remember to play as a team," he said. He reminded us that (e) _____ (a/the/an) victory depends on communication. When we walked (f) _____ (into/at/in) the stadium, the crowd (g) _____ (were/was/is) cheering loudly. I saw my parents sitting in the front row, and their support made me feel stronger. We knew we (h) _____ (can/could/may) win if we played our best.

Ans :
(a) for, (b) had been training, (c) was, (d) You, (e) a, (f) into, (g) was, (h) could.

6. Complete the following letter of complaint to the Officer Incharge, Public Works Department, by filling in the blanks with the most suitable word from the options provided.
Dear Sir,
We regret to bring to your notice that roads in Moti Colony need urgent (a) _____ (repair/repairs/repaired). The surface is badly damaged by the (b) _____ (raining/rain/rains) we had last month. In the night, it is dangerous to walk. Also, there are heaps of stones (c) _____ (in/on/by) the sides of the road. Your department (d) _____ (have/had/has) not taken any action so far. We would (e) _____ (are/be/been) highly grateful if you take necessary action without any further (f) _____ (delays/delay/delayed).
Yours faithfully
Residents, Moti Colony

Ans :
(a) repairs, (b) rain, (c) by, (d) has, (e) be, (f) delay.

7. Complete the passage below by filling in the blanks with the most suitable word from the options provided.
On May 20, 1818, the British explorer Sir Stamford Raffles, reported the finding of a giant flower (a) _____ (on/in/at) Sumatra. It was named Rafflesia (b) _____ (by/for/after) him. Measuring almost a metre across and weighing (c) _____ (over/up/down) to eleven kilograms, the Rafflesia is (d) _____ (a/the/an) world's largest flower. It is (e) _____ (also/either/too) called 'Stinking Lily' (f) _____ (due/because/since) of the unpleasant smell it emits. (g) _____ (A/The/An) people who have been fortunate to see it, inform that they were overcome (h) _____ (with/by/at) its beauty.

Ans :
(a) in, (b) after, (c) up, (d) the, (e) also, (f) because, (g) The, (h) by.

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8. Complete the passage below by filling in the blanks with the most suitable word from the options provided.
Our city was acutely short of water. In one of my classes I stressed upon (a) _____ (a/the/an) need to conserve water. We (b) _____ (discussed/discuss/discussing) ways of harvesting rain water and making the (c) _____ (more/much/most) of every drop that was available. (d) _____ (He/I/She) was surprised to hear wise thoughts (e) _____ (expressed/saying/told) by an 11 year old boy. He told us that (f) _____ (what/when/where) he washed his face in the morning he didn't throw the water (g) _____ (away/in/out). He caught it in a bowl and placed it (h) _____ (inside/outside/beside) for the birds.

Ans :
(a) the, (b) discussed, (c) use, (d) I, (e) expressed, (f) when, (g) away, (h) out.

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CHAPTER 23

POEMS-DIAMANTE, ACROSTIC, LIMERICK

1. INTRODUCTION

Poems are a wonderful way to express feelings, ideas, and tell stories using carefully chosen words. They often have a special rhythm or pattern. In this chapter, we will explore three fun and interesting types of poems: Diamante, Acrostic, and Limerick. Each of these poem types has its own unique rules and structure, making them enjoyable to read and write. Learning these forms will help you play with words and create your own creative expressions.

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2. DIAMANTE POEM

A Diamante poem is a seven-line poem that is shaped like a diamond. It does not rhyme but follows a specific pattern of words. It often starts with one noun and ends with an opposite or related noun.

How to write a Diamante Poem

- **Line 1:** Noun (subject 1)
- **Line 2:** Two adjectives describing subject 1
- **Line 3:** Three verbs (ending in -ing) related to subject 1
- **Line 4:** Four nouns (two related to subject 1, two related to subject 2)
- **Line 5:** Three verbs (ending in -ing) related to subject 2
- **Line 6:** Two adjectives describing subject 2
- **Line 7:** Noun (subject 2, opposite or related to subject 1)

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Example 1: Day/Night

Day
Bright, Sunny
Playing, Laughing, Running
Sun, Sky, Moon, Stars
Sleeping, Dreaming, Resting
Dark, Quiet
Night

Example 2: Summer/Winter

Summer
Hot, Sunny
Swimming, Playing, Growing
Beach, Fun, Snow, Ice
Skiing, Freezing, Shivering
Cold, White
Winter

3. ACROSTIC POEM

An Acrostic poem is a poem where the first letter of each line spells out a word or phrase. The lines of the poem describe the word or phrase. It does not need to rhyme.

How to write an Acrostic Poem

- Choose a word or phrase that you want to write about.
- Write the chosen word vertically (downwards).
- Each letter of the word will be the first letter of a new line in your poem.
- Each line should describe something about the main word.

Example 1: HOME

Happy place for me
Often filled with laughter
My family is there
Everyone I love

Imagery

Imagery is the use of descriptive language that appeals to the five senses (sight, sound, smell, taste, touch) to create a vivid mental picture for the reader.

Example:

The **red rose smelled of fresh dew**.

The **crinkling sound of dry leaves** underfoot.

The **sour lemon juice** made my face pucker.

The **rough bark of the tree** felt cool.

Onomatopoeia

Onomatopoeia is the use of words that imitate the natural sounds of a thing or an action.

Example:

The clock went **tick-tock**.

The bee **buzzed** past my ear.

The snake **hissed** loudly.

The firecrackers went **bang**!

Palindrome

A palindrome is a word, phrase, or sentence that reads the same backward as it does forward. It is a form of wordplay.

Example:

Words: 'madam', 'level', 'rotor'

Phrase: 'A man, a plan, a canal: Panama.'

Anaphora

Anaphora is the repetition of a word or phrase at the beginning of several sentences or clauses. It is used to create a strong emphasis.

Example:

I have a dream that one day... **I have a dream** that one day...

It was the best of times, it was the worst of times...

Every day, every night, in every way, I am getting better.

We shall not fail. We shall not lose.

Rhyme Scheme

A rhyme scheme is the pattern of rhymes that occur at the end of each line of a poem or song. It is shown by using letters (A, B, C, etc.).

Example:

I will not **complain**, (A)

It's great to be **alive**, (B)

I love to stand in the **rain**, (A)

I'll go for a short **drive**. (B)

In this poem, **complain** and **rain** rhyme, and **alive** and **drive** rhyme, making the rhyme scheme **ABAB**.

Binomials

A binomial is a pair of words joined by a conjunction (usually and), where the order of the words is fixed.

Example:

salt and pepper

black and white

up and down

to and fro

Collocations

A collocation is a pair or group of words that are often used together and sound natural to native speakers. Using the right collocation is important for correct English.

Example:

heavy rain (Correct) - not 'strong rain'

fast food (Correct) - not 'quick food'

make a mistake (Correct) - not 'do a mistake'

strong tea (Correct) - not 'powerful tea'

EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:

He cried _____ of tears.

(a) an ocean (b) a river

(c) a pond (d) a lake

2. The phrase "The world is a stage" is an example of...

(a) Simile (b) Metaphor

(c) Personification (d) Hyperbole

3. Which sentence contains a **simile**?

(a) The sun smiled down on us.

(b) The classroom was a zoo.

(c) She is as brave as a lion.

(d) My bags weigh a ton.

4. In the sentence, "The wind whispered through the trees," the verb 'whispered' is an example of...

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(c) Joy
Happy, Bright
Smiling, Laughing, Playing
Glee, Fun, Tears, Grief
Crying, Hurting, Feeling
Sad, Dark
Sorrow

(d) The rain falls gently to the ground,
Making a soft and calming sound.

5. Choose the Correct Rhyme Scheme:
A Limerick poem always has a rhyme scheme of _____.
(a) ABAB (b) AABB
(c) AABBA (d) ABCA

6. A poem with the lines,
A cat is on a mat,
A dog is on a log,
has a rhyme scheme of _____.
(a) ABAB (b) ABCA
(c) AABC (d) AABB

7. A Diamante poem always starts with
(a) an adjective (b) a verb
(c) a noun (d) a line that rhymes

8. In a Diamante poem, which line has three verbs ending in **-ing**?
(a) Line 2 (b) Line 3
(c) Line 4 (d) Line 5

9. The poem spells out a word using the first letter of each line. This is a _____ poem.
(a) Diamante (b) Limerick
(c) Acrostic (d) Haiku

10. A silly, five-line poem is called a
(a) Acrostic (b) Sonnet
(c) Haiku (d) Limerick

Ans :

1. (c) limerick
2. (b) Noun, Adjective x2, Verb x3, Noun x4, Verb x3, Adjective x2, Noun
3. (a) A boy who had a big bike,
Rode it just as he liked.
He'd ride all day,
In a funny way,
And shout, "What a ride I did take!"
4. (b) **H**appy place to be
Often filled with laughter
My family is there
Everyone I love
5. (c) AABBA
6. (d) AABB
7. (c) a noun
8. (b) Line 3
9. (c) Acrostic
10. (d) Limerick.

Exercise 2

Complete the following creative writing tasks for each type of poem.

1. Write a diamante poem contrasting the Sun and the Moon.
2. Write an acrostic poem using the word SCHOOL.
3. Write a silly limerick about a **dog**.
4. Write a diamante poem contrasting the City and the Country.
5. Write an acrostic poem using the word MOTHER.
6. Write a silly limerick about a **parrot**.
7. Write a diamante poem contrasting Joy and Sorrow.
8. Write an acrostic poem using the word NATURE.
9. Write a silly limerick about a **mouse**.
10. Write a silly limerick about a **frog**.

Ans :

1. Sun
Bright, Hot
Shining, Burning, Warming
Day, Light, Stars, Night
Gleaming, Drifting, Watching
Cool, Pale
Moon

2. **S**tudying to learn new things
Classmates and teachers
Happy place to be
Often busy with work
Only the best memories
Learning is fun

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8. The book is so long, it will take me a million years to read it.
9. He ran like the wind.
10. The clouds wept as rain fell from the sky.

Ans :

1. Metaphor, 2. Onomatopoeia, 3. Simile, 4. Personification, 5. Hyperbole, 6. Personification, 7. Metaphor, 8. Hyperbole, 9. Simile, 10. Personification.

Exercise 3

Rewrite each sentence using the figure of speech given in the parentheses.

1. He is very strong. (Simile)
2. The car was very fast. (Metaphor)
3. The wind blew hard. (Personification)
4. I am very tired. (Hyperbole)
5. The door made a sound. (Onomatopoeia)
6. He ran very fast. (Simile)
7. The boy is a brave fighter. (Metaphor)
8. The leaves fell from the trees. (Personification)
9. The library was very quiet. (Simile)
10. The girl is very beautiful. (Metaphor)

Ans :

1. He is **as strong as an ox**.
2. The car **was a rocket**.
3. The wind **howled angrily**.
4. I am so tired **I could sleep for a year**.
5. The door went **bang**!
6. He ran **like a cheetah**.
7. The boy **is a lion**.
8. The leaves **danced** to the ground.
9. The library was **as quiet as a mouse**.
10. The girl **is a rose**.

Exercise 4

Read each sentence and identify the figure of speech being used.

1. My bed is as soft as a cloud.
2. The students' voices were a roar of thunder.
3. The old house groaned and creaked in the night.
4. I am so tired I could sleep for a thousand years.
5. The bee buzzed a happy tune.
6. The new dress was as red as a rose.
7. She sells seashells by the seashore.
8. The boy's stomach was a bottomless pit.
9. The flowers nodded their heads in the breeze.
10. His shoes were so big, they could fit a whole family.

Ans :

1. Simile, 2. Metaphor, 3. Personification, 4. Hyperbole, 5. Onomatopoeia, 6. Simile, 7. Alliteration, 8. Metaphor, 9. Personification, 10. Hyperbole.

Exercise 5

Complete each sentence by adding a suitable figure of speech of the type given in the parentheses.

1. His eyes were as _____ as the ocean. (Simile)
2. The students' voices were a _____ in the busy hallway. (Metaphor)
3. The clock on the wall _____ as it counted the seconds. (Personification)
4. I was so hungry, I could eat a _____. (Hyperbole)
5. The car tires went _____ as they drove through the puddle. (Onomatopoeia)
6. The baby's skin was as _____ as silk. (Simile)
7. The fire was a _____ devouring the forest. (Metaphor)
8. The old chair _____ when he sat down. (Onomatopoeia)
9. The camera loves her; it _____ at her beauty. (Personification)
10. My backpack weighs a _____. (Hyperbole)

Ans :

1. blue, 2. symphony, 3. ticked, 4. horse, 5. splash, 6. soft, 7. monster, 8. creaked, 9. smiles, 10. ton.

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CHAPTER 24

INTEGRATED GRAMMAR

1. GAP FILLING

1. Complete the paragraph given below with the help of the most appropriate options that follow.

Passenger airplanes mostly fly (a) _____ (in/at/of) speeds less than that (b) _____ (of/for/to) sound. Airplanes (c) _____ (who/which/what) can fly (d) _____ (with/for/at) greater speeds have been built. This is (e) _____ (because/since/for) if they fly (f) _____ (in/at/with) speeds greater (g) _____ (to/than/from) the speed of sound, (h) _____ (a/the/an) fuel consumption increases enormously.

Ans :

(a) at, (b) of, (c) which, (d) at, (e) because, (f) at, (g) than, (h) the.

2. Complete the paragraph given below with the help of the most appropriate options that follow.

(a) _____ (In/For/While) interviewing children (b) _____ (which/that/who) were candidates for a special programme (c) _____ (some/one/few) of the questions asked was what life would be (d) _____ (as/like/from) 100 years hence. Ravi, one of the candidates answered, "One thing is for sure, February (e) _____ (may/will/shall) be the longest month of the year as they add a day to it (f) _____ (all/each/every) four years."

Ans :

(a) While, (b) who, (c) one, (d) like, (e) will, (f) every.

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3. Complete the paragraph given below with the help of the most appropriate options that follow.

Once upon a time there was a man called Smith. He was a green grocer (a) _____ (that/who/which) lived in Clapham. He (b) _____ (have/had/has) four sons, (c) _____ (A/The/An) eldest was called George after the king and (d) _____ (it/he/there) was arranged that he was (e) _____ (to/for/from) inherit his father's shop. So (f) _____ (after/before/since) school he went to special Botany classes.

Ans :

(a) who, (b) had, (c) The, (d) it, (e) to, (f) after.

4. Complete the passage below by filling in the blanks with the most suitable word from the options provided.

My grandmother (a) _____ (is/was/were) a wonderful storyteller. Last night, she (b) _____ (told/tells/telling) me a story about a little bird (c) _____ (who/which/what) lived in a big forest. The bird (d) _____ (can/could/may) not fly because it had a broken wing. One day, a kind squirrel (e) _____ (found/finds/find) the bird sitting sadly (f) _____ (on/at/in) a branch. The squirrel (g) _____ (helped/helps/helping) the bird by bringing it food every day. Soon, the bird's wing healed, and it (h) _____ (was able to/could/can) fly again. It flew high into (i) _____ (a/an/the) sky, happy and free. This story (j) _____ (taught/teaches/teaching) me a valuable lesson about helping others.

Example 2: FRIEND

Fun to play with
Really kind and nice
Interesting stories to share
Every day is better with you
Never leaves my side
Definitely the best!

4. LIMERICK POEM

A Limerick is a short, funny poem with five lines. It has a very specific rhyme scheme and rhythm.

How to write a Limerick Poem

- **Line 1:** Usually ends with a person's name or a place.
- **Line 2:** Rhymes with Line 1.
- **Line 3:** A shorter line.
- **Line 4:** Rhymes with Line 3.
- **Line 5:** Rhymes with Line 1 and Line 2.
- **Rhyme Scheme:** AABBA
- **Rhythm:** The first, second, and fifth lines have a similar, longer rhythm, while the third and fourth lines have a shorter rhythm.

Example 1:

There once was a cat named Sue, (A)
Who loved to eat fish, it is true. (A)
She'd purr all day long, (B)
With a happy little song, (B)
And meow for more fish, "Mee-ow!" (A)

Note: The last line often has a twist or a funny ending.

Example 2:

A boy from the town of Lahore, (A)
Found a magical key to a door. (A)
He opened it wide, (B)
With nothing inside, (B)
And wondered what he'd opened it for. (A)

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EXERCISES (SOLVED)

Exercise 1

1. Fill in the Blank:
A five-line humorous poem that follows an AABBA rhyme scheme is a _____.
(a) diamante (b) acrostic
(c) limerick (d) free verse

2. What is the correct structure for a diamante poem?
(a) Noun, Adjective, Verb, Noun, Noun, Noun, Noun
(b) Noun, Adjective x2, Verb x3, Noun x4, Verb x3, Adjective x2, Noun
(c) Noun, Noun x2, Verb x3, Noun x4, Verb x3, Noun x2, Noun
(d) Noun, Verb x2, Adjective x3, Noun x4, Verb x2, Adjective x2, Noun

3. Which of these is a Limerick?
(a) A boy who had a big bike,
Rode it just as he liked.
He'd ride all day,
In a funny way,
And shout, "What a ride I did take!"
(b)
Day
Bright, Sunny
Playing, Laughing, Running
Sun, Sky, Moon, Stars
Sleeping, Dreaming, Resting
Dark, Quiet
Night
(c) **S**unny and bright
Under the sky
Not a cloud to be seen
(d) The sun is hot, but the moon is not.

4. Which of these is an Acrostic poem?
(a) A mouse with a hat,
Made friends with a cat.
They'd chase all day,
In a silly way,
And then sleep on a mat.
(b) **H**appy place to be
Often filled with laughter
My family is there
Everyone I love

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9. Complete the passage below by filling in the blanks with the most suitable word from the options provided.

Last summer, my family and I (a) _____ (traveled/travel/traveling) to a small village in the mountains. We stayed in a cabin that (b) _____ (was/is/are) surrounded by tall pine trees. (c) _____ (The/An/A) village was very quiet and peaceful. One evening, my brother and I went for (d) _____ (a/an/the) walk. (e) _____ (He/We/They) noticed a small, abandoned hut in the woods. (f) _____ (Inside/Under/Above) it, we found an old wooden box. We were (g) _____ (more/much/most) curious to see what was inside. My brother said, "I think we (h) _____ (should/might/must) open it." Inside, we found some old coins and (i) _____ (a/an/the) faded map. We (j) _____ (decided/deciding/decide) to keep our discovery a secret.

Ans :

(a) traveled, (b) was, (c) The, (d) a, (e) We, (f) Inside, (g) most, (h) should, (i) a, (j) decided.

10. Complete the passage below by filling in the blanks with the most suitable word from the options provided.

A few days ago, I visited a beautiful park. As I walked, I saw a girl who seemed quite sad. I approached her and asked, "What is wrong, little one?" She looked up at me and said, "I have lost my teddy bear. It's a gift from my grandmother, and it (a) _____ (is/was/were) very special to me." She told me that she (b) _____ (is/was/were) playing near the big oak tree when she dropped it. We both looked everywhere (c) _____ (in/at/for) the park. I (d) _____ (could/can/may) see the despair on her face, and I really wanted to help her. Suddenly, I saw something brown and furry peeking out from (e) _____ (over/behind/at) a bush. I pointed and said, "(f) _____ (That/This/These) must be your teddy bear!" A huge smile spread across her face as she ran and picked it up. She thanked me profusely, and I felt so happy that I (g) _____ (can/could/was able to) help her. It was a wonderful day, and I (h) _____ (am/is/are) glad I stopped to help.

Ans :

(a) was, (b) was, (c) in, (d) could, (e) behind, (f) That, (g) could, (h) am

2. EDITING (ERROR CORRECTION)

1. The following passage has not been edited. There is a mistake in each line. Write the incorrect word as well as the correction as given in example in the first sentence of passage.

	Error	**Correction**
Even if Indians have a long history	**e.g.** if	though
on them, they have a poor	(a)	
knowledge in maintaining homes,	(b)	
toilets, on fridges.	(c)	
Modem detergents and soaps is	(d)	
very common in shelves, but	(e)	
people does not use them regularly.	(f)	
This cause the increase	(g)	
in a life of bacteria and viruses.	(h)	

Ans :

	Error	**Correction**
(a)	on	behind
(b)	in	of
(c)	on	and/or
(d)	is	are
(e)	in	on
(f)	does	do
(g)	cause	causes
(h)	a	the

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2. The following passage has not been edited. There is a mistake in each line. Write the incorrect word as well as the correction as given in example in the first sentence of passage.

	Error	Correction
Haemophilia are one of the several	**e.g.** are	is
sex linked diseases which effects	(a)	
only males. This is because the disorders is	(b)	
caused with a defective gene of the X-chromosome.	(c)	
As the result, blood does not clot and there is a	(d)	
risk for heavy bleeding even from minor cuts	(e)	
and injuries. The disease is not affect females,	(f)	
because, from the two X chromosomes if one has	(g)	
the defective gene, then the other do produce enough clotting factor.	(h)	

Ans :

	Error	Correction
(a)	effects	affects
(b)	disorders	disorder
(c)	with	by
(d)	the	a
(e)	for	of
(f)	is	does
(g)	from	of
(h)	do	does

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3. The following passage has not been edited. There is a mistake in each line. Write the incorrect word as well as the correction as given in example in the first sentence of passage.

	Error	Correction
All life on earth can ultimately is	**e.g.** is	be
traced back on the sea. Creatures	(a)	
with limbs or fingers rather than	(b)	
fins has evolved from fishes	(c)	
about 335 million years before,	(d)	
which remain a mystery.	(e)	

Ans :

	Error	Correction
(a)	on	to
(b)	or	and
(c)	has	who/which
(d)	before	ago
(e)	which	still

4. The following passage has not been edited. There is a mistake in each line. Write the incorrect word as well as the correction as given in example in the first sentence of passage.

	Error	Correction
Scientific research, made for determine	**e.g.** for	to
the specific benefits of 'Touch Therapy" by a University of Miami School of	(a)	
Medicine, proves the touch has a direct	(b)	
relation on a baby's system.	(c)	
It also helps your little one fight infections Touch the.	(d)	

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baby to show him they care. Touch him (e)

to show him you loved him. And touch (f)

him for all the hundreds of reason only mothers know best. (g)

Ans :

	Error	Correction
(a)	a	the
(b)	prove	proved
(c)	on	with
(d)	infections	infection
(e)	they	you
(f)	loved	love
(g)	reason	reasons

5. The following passage has not been edited. There is a mistake in each line. Write the incorrect word as well as the correction as given in example in the first sentence of passage.

	Error	Correction
There is often things wrong with our school.	**e.g.** is	are
Time and again we had	(a)	
seen which a good teacher	(b)	
with desire as care	(c)	
can get over all difficulties is produce	(d)	
great students. While many man	(e)	
together make the good school	(f)	
probably the one special factor less	(g)	
important than all the others was the good teacher.	(h)	

Ans :

	Error	Correction
(a)	had	have
(b)	which	how
(c)	as	and
(d)	is	to
(e)	man	men
(f)	the	a
(g)	less	more
(h)	was	is

6. The following passage has not been edited. There is a mistake in each line. Write the incorrect word as well as the correction as given in example in the first sentence of passage.

	Error	Correction
Even as the directory were released	**e.g.** were	was
about thousand numbers in the city were been changed.	(a)	
Moreover, many old connections were given.	(b)	
Sometimes the changes are be confirmed	(c)	
by dialling 196 or 197. It is only by luck one get	(d)	
197. Almost all the time when one dials 197 a record	(e)	
voice says, "You were in queue, please wait".	(f)	

Ans :

	Error	Correction
(a)	were	had
(b)	old	new
(c)	be	being
(d)	get	gets
(e)	record	recorded
(f)	were	are

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3. Look at the words and phrases given below. Rearrange them to form meaningful sentences. The first one has been done as an example.

Example: only 26 / of relativity, which / Albert Einstein is / for his / when he was / best known / he first advanced / theory

Albert Einstein is best known for his theory of relativity, which he first advanced when he was only 26.

(a) the theory / influence / of a / according to / bends / light / under the / massive body

(b) during / this / put / was / to test / of 1919 / the eclipse

(c) light was / also predicted / the deflection / of surface / by Einstein

Ans :

(a) According to the theory, light bends under the influence of a massive body.

(b) This was put to test during the eclipse of 1919.

(c) The deflection of surface light was also predicted by Einstein.

4. Look at the words and phrases given below. Rearrange them to form meaningful sentences.

(a) people affected / can communicate / with limbs / with a paralytic stroke

(b) to answer / some can / their eyes / even blink

(c) due to extensive damage / is impossible / but in a few / even a small gesture

Ans :

(a) People affected with a paralytic stroke can communicate with limbs.

(b) Some can even blink their eyes to answer.

(c) But in a few even a small gesture is impossible due to extensive damage.

5. Look at the words and phrases given below. Rearrange them to form meaningful sentences.

(a) is / great / training / key to / the / performance

(b) gets / the right / performance / training / the right

(c) are / some / paid people / best / trainers / why / that is

Ans :

(a) Training is the great key to performance.

(b) The right training gets the right performance.

(c) That is why some trainers are best paid people.

5. INDIRECTSPEECH(SENTENCE COMPLETION)

1. Read the conversation. Based on it is the paragraph below. Complete the paragraph.

Husband: Did you talk to the doctor ?

Wife: Yes. It is important for you to rest.

Husband: Is it one or two ?

Wife: No.

Husband: Is it three or four ?

Wife: Yes.

Tom was admitted in a hospital with a complaint of tumour. He was resting. A few minutes later, he asked his wife (a) _____. She (b) _____. He asked her if it was one or two. She (c) _____. Finally he wanted to know if it (d) _____ and she agreed with him.

Ans :

(a) if she had talked to the doctor.

(b) replied in positive and told him to rest.

(c) replied in negative.

(d) was three or four.

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2. Read the conversation given below and complete the report.

Child: I want to balloon, which I can release into the air.

Balloon Seller: Which colour balloon do you want?

Child: which colour balloon will take me up with it?

Balloon Seller: It is not the colour of the balloon; it is what is inside that makes it go.

A child told a balloon Seller that (a) _____. The balloon Seller (b) _____. The child then (c) _____. The balloon Seller replied (d) _____.

9. The following passage has not been edited. There is one mistake in each line. Write the incorrect word as well as the correction in the space provided.

	Error	Correction
Even if we are a busy society, we should make time for family.	**e.g.** are	is
The family is a source of joy and strength.	(a)	
My family was very loving, but sometimes we argue.	(b)	
We go to the park last weekend.	(c)	
We took some sandwiches, which we ate them on the grass.	(d)	
I wished we could do something like this every day.	(e)	

Ans :

	Error	Correction
(a)	The	A
(b)	was	is
(c)	go	went
(d)	which	which
(e)	wished	wish

10. The following passage has not been edited. There is a mistake in each line. Write the incorrect word as well as the correction as given in example in the first sentence of passage.

	Error	Correction
The old house were sitting on a hill.	**e.g.** were	was
It were surrounded by a dense forest.	(a)	
My friends and me decided to explore it.	(b)	
We heard a sound, and my friends was terrified.	(c)	
I try to be brave, but my heart was beating fast.	(d)	
We saw a big, black cat on the window.	(e)	
It was a very fright experience for us.	(f)	
We some screamed and ran back to home.	(g)	
We decided that we can't go there again.	(h)	

Ans :

	Error	Correction
(a)	were	was
(b)	me	I
(c)	was	were
(d)	try	tried
(e)	on	in
(f)	fright	frightening
(g)	some	all
(h)	can't	couldn't

3. EDITING (MISSING WORD)

1. The following passage has not been edited. There is a word missing in each line. Write the missing word along with the word which comes before it and the one that comes after it as shown in the example.

The nawab insisted that task	**e.g.**	that the task
had to done come what may.	(a)	_____
The minister worrying	(b)	_____
himself sick, Gopal	(c)	_____
Bhar by. He saw that the	(d)	_____
minister very upset and	(e)	_____
asked him the matter was.	(f)	_____

Ans :

(a) to **be** done
(b) minister **was** worrying
(c) sick, **when** Gopal
(d) Bhar **came** by

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CHAPTER 1

THE DAY THE RIVER SPOKE

1. INTRODUCTION

This chapter introduces us to Jahnavi, a bright young girl living in a coastal village who dreams of going to school. However, her family faces challenges that make her dream seem impossible. One day, while by the river, something truly unexpected happens – the river speaks to her! Join Jahnavi as she finds a surprising friend and discovers that with courage and a little help, dreams can indeed come true, even when they seem out of reach.

2. SUMMARY

Jahnavi was a young girl, almost ten years old, who lived in a village by the sea. She felt very sad because she wasn't allowed to go to school. Her brothers, Ettan (Gopi) and Meena, went to school, but Jahnavi had to stay home to look after her younger brothers, Ramu and little Appu.

One day, while she was crying by the river, a sleepy voice surprised her by asking what was wrong. It was the River itself, and it could talk! Jahnavi told the River all her worries and how much she wanted to learn to read and understand the world, asking curious questions like "why spiders are yellow in yellow flowers" and "why the moon always comes from behind the hills".

The wise River encouraged her. It told her that girls could do just as much as boys and suggested she simply go to school one morning and listen. Jahnavi was scared at first, but the River reminded her of her own bravery.

The next day, Jahnavi bravely went to school with little Appu. The teacher was kind and said he would talk to her father so she could attend. Her mother was also very happy, sharing that she too had wished to go to school when she was young.

Jahnavi was overjoyed. She ran to tell the River her good news and decided that when she grew up, she would become a teacher. Her dream was to go from house to house in her village, inviting all the little girls to her school so they could learn everything she would. The River chuckled, promising to tell her about big ships next time she visited.

3. WORD MEANINGS

1. Splashed : fell in drops, making a sound.
2. Slithered : moved by sliding from side to side.
3. Bask : to lie in or be exposed to pleasant warmth, typically from the sun.
4. Murmuring : speaking in a low voice.
5. Startled : surprised.
6. Thicket : a dense group of bushes and trees.
7. Shrieked : made a high-pitched sound.
8. Soul : (here) a person.
9. Puzzled : unable to understand something; confused.
10. Ettan : (here) elder brother.
11. Sob : a sound made when crying uncontrollably.
12. Rustle : light sound made by leaves rubbing against each other.
13. Breathless : unable to breathe easily, especially after exercise or excitement.
14. Conspiratorially : secretly.

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Ans :

(a) nearby **a** poor
(b) He **lived** on
(c) he **was** cheerful
(d) it **so** happened
(e) had **nothing** to
(f) man **for** help

6. The following passage has not been edited. There is a word missing in each line. Write the missing word along with the word which comes before it and the one that comes after it as shown in the example.

Man's increases by hard work.	**e.g.**	Man's practice increases
If he does not it, his practice suffers.	(a)	_____
The lawyer is judged the cases that he wins.	(b)	_____
The writer's is examined	(c)	_____
by the of the readers and critics; whereas	(d)	_____
the typist's is tested by his speed	(e)	_____
and the accuracy his work.	(f)	_____

Ans :

(a) not **do** it
(b) judged **by** the
(c) writer's **writing** is
(d) the **opinion** of
(e) typist's **work** is
(f) accuracy **of** his

4. REARRANGING THE SENTENCES

1. Look at the words and phrases given below. Rearrange them to form meaningful sentences. The first one has been done as an example.

Example: The most important task / is to defend / an air attack / of the Air Force / by an enemy / the country / against.

The most important task of the Air Force is to defend the country against an air attack by an enemy.

(a) when the enemy / destroy the enemy planes / sends planes to attack, our planes must ,
(b) we can / the enemy planes / the approach of / if we know about / do this only
(c) we have / called Radar / of equipment / for this purpose / a special kind
(d) the Air Force / the enemy planes / by shooting down / can protect / our places

Ans :

(a) When the enemy sends planes to attack, our planes must destroy the enemy planes.
(b) We can do this only if we know about the approach of the enemy planes.
(c) We have a special kind of equipment called Radar for this purpose.
(d) The Air Force can protect our places by shooting down the enemy planes.

2. Look at the words and phrases given below. Rearrange them to form meaningful sentences. The first one has been done as an example.

Example: large quantities / of warm water / from the body / drinking / thus removing poisons / results in sweating.

Drinking large quantities of warm water results in sweating, thus removing poisons from the body.

(a) from the body / fasting also / removes / poisons
(b) every four hours / the fast / take liquids / during !
(c) the fast / grapes / is recommended / and oranges / during / juice of lemons
(d) may also / vegetable soup / your doctor / recommend

Ans :

(a) Fasting also removes poisons from the body.
(b) Take liquids every four hours during the fast.
(c) Juice of lemons, grapes and oranges is recommended during the fast.
(d) Your doctor may also recommend vegetable soup.

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(e) minister **was** very

(f) him **what** the

2. The following passage has not been edited. There is a word missing in each line. Write the missing word along with the word which comes before it and the one that comes after it as shown in the example.

The nawab that the minister	**e.g.**	nawab insisted that
do task and wouldn't take no	(a)	_____
for answer. The minister was	(b)	_____
in fix and worrying	(c)	_____
himself sick, Gopal Bhar	(d)	_____
walked. He saw that the	(e)	_____
minister very upset.	(f)	_____

Ans :

(a) do **the** task

(b) for **an** answer

(c) in **a** fix

(d) sick, **when** Gopal

(e) walked **in** He

(f) minister **was** very

3. The following passage has not been edited. There is a word missing in each line. Write the missing word along with the word which comes before it and the one that comes after it as shown in the example.

The holy man to Rama	**e.g.**	man spoke to
for a while. He to Rama's mother	(a)	_____
that her son prayed sincerely	(b)	_____
to Kali village goddess	(c)	_____
he be blessed by her.	(d)	_____
This would his fortune.	(e)	_____

Ans :

(a) He **said** to

(b) that **if** her

(c) Kali **the** village

(d) he **would** be

(e) would **improve** his

4. The following passage has not been edited. There is a word missing in each line. Write the missing word along with the word which comes before it and the one that comes after it as shown in the example.

After the holy man had spoken Rama,	**e.g.**	spoken to Rama
he told Rama's mother that should	(a)	_____
be sent to pray the Kali Temple at the	(b)	_____
village. He promised good lady that if	(c)	_____
this was done, Kali, the goddess appear,	(d)	_____
take pity on him and bless. Then all her	(e)	_____
worries would over.	(f)	_____

Ans :

(a) that **he** should

(b) pray **in** the

(c) promised **the** good

(d) goddess **would** appear

(e) bless **him.** Then

(f) would **be** over

5. The following passage has not been edited. There is a word missing in each line. Write the missing word along with the word which comes before it and the one that comes after it as shown in the example.

There was a rich old man who in a palace.	**e.g.**	who lived in
There also lived nearby poor man in a hut.	(a)	_____
He on crumbs of food given by others.	(b)	_____
But he cheerful and never complained.	(c)	_____
Once it happened that the poor man	(d)	_____
had to eat for a long while. So he	(e)	_____
went to the rich old man help.	(f)	_____

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Ans :

(a) he wanted a balloon which he could release in air.

(b) asked,which colour balloon he wanted.

(c) asked which colour balloon would take him up with it.

(d) that it is not the colourjof the balloon, but what is inside that makes it go up.

3. Read the following dialogue and complete the paragraph below, using past tense.

(On the way from the market a mother and son see beggars on the sidewalk.)

Son: Why are they asking for money, mummy ?

Mother: It is because they are poor, darling.

Son: Can't we give them the fruits we have bought?

Mother: We will give them money to buy whatever they choose.

On seeing the beggars the son (a) _____. When the mother replied that it was because they were poor, the boy wondered (b) _____. The mother replied that (c) _____.

Ans :

(a) asked his mother why they were asking for money.

(b) why they couldn't give them the fruits they had bought.

(c) they would give them money to buy whatever they chose.

4. Read the following conversation and complete the paragraph by writing suitable words and phrases in each space.

Captain: Do you know how to play cricket ?

Rajeev: Never had a chance to learn it.

Captain: In this school every student has to learn it.

Rajeev: Give me a chance

The captain asked Rajeev (a) _____. Rajeev replied (b) _____. The captain then told Rajeev (c) _____. Rajeev requested the captain (d) _____.

Ans :

(a) if he knew how to play cricket.

(b) that he had never had a chance to learn it.

(c) that every student had to learn it in that school.

(d) to give him a chance.

5. Read the conversation given below and complete the paragraph that follows.

Mother: I have washed the car for you today also.

Daughter: Thank you, Mom.

Mother: Now, do not drive fast, dear.

Daughter: I have to blow the car dry.

The mother told the daughter that (a) _____. The daughter (b) _____. The mother (c) _____. But the daughter contradicted by saying that (d) _____.

Ans :

(a) she had washed the car for her that day also.

(b) thanked her mother.

(c) advised her not to drive fast then.

(d) she had to blow the car dry.

6. Given below is a conversation between Rekha and Suresh. Complete the dialogue with suitable words and phrases.

Rekha: Hi, Suresh, How are you ?

Suresh: Life's rather tough. I need a job.

Rekha: What kind of a job are you interested in ?

Suresh: I am interested in administrative accounts.

Rekha: Would you mind going abroad ?

Rekha on meeting Suresh asked him how he was. Suresh replied that he was on the look out for a job. Rekha (a) _____. Suresh told her that (b) _____. She enquired (c) _____.

Ans :

(a) asked him what kind of a job he was interested in.

(b) he was interested in administrative accounts.

(c) if he would mind going abroad.

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7. The following passage has not been edited. There is a mistake in each line. Write the incorrect word as well as the correction in the space provided.

	Error	Correction
My grandmother, who have a beautiful garden, loves to tell stories.	**e.g.** have	has
She always talk about her childhood on the farm.	(a)	
My cousins and I enjoys listening to her.	(b)	
Yesterday, she told us about a little cat which lived in their barn.	(c)	
The cat was very friend, but it was also a good hunter.	(d)	
It would chase mice, then it would bring them to the door.	(e)	
My grandmother said the cat was the more helpful animal on the farm.	(f)	
She said that we can have not found a better cat anywhere.	(g)	
She wish she could have another cat just like that one.	(h)	

Ans :

	Error	Correction
(a)	talk	talks
(b)	enjoys	enjoy
(c)	which	that/who
(d)	friend	friendly
(e)	then	and
(f)	more	most
(g)	can	could
(h)	wish	wished

8. The following passage has not been edited. There is a mistake in each line. Write the incorrect word as well as the correction in the space provided.

	Error	Correction
My brother loves to play cricket, and I don't.	**e.g.** and	but
He is a fast runner, and he throw the ball very good.	(a)	
My sister and him often practice together.	(b)	
They has a new set of bats and balls.	(c)	
My sister teach him a lot of tricks.	(d)	
She is more faster than him.	(e)	
They are either good friends, but also strong rivals.	(f)	
I feel badly that I can't play with them.	(g)	
But I'm not very athletic.	(h)	

Ans :

	Error	Correction
(a)	throw	throws
(b)	him	he
(c)	has	have
(d)	teach	teaches
(e)	more	much
(f)	either	both
(g)	badly	bad
(h)	But	because

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15. Pity : a feeling of sympathy and sorrow for the misfortunes of others.
16. Suppose : assume that something is true.
17. Gasp : to take a short, quick breath through the mouth, especially because of surprise or pain.
18. Clump : a small group of trees growing together.
19. Rattling : noise made by shaking things.
20. Prefer : to like one thing better than another.
21. Catamaran : a kind of boat.
22. Hundreds : a very large number.
23. Sail : (of a boat or ship) to travel on water.
24. Shine : to give out a bright light.
25. Wailed : (here) complained in a loud voice.
26. Courage : the ability to do something that frightens one.
27. Panting : breathing with short, quick breaths; out of breath.
28. Crept : moved quietly and slowly, especially to avoid being noticed.
29. Squatting : sitting with knees bent and close to the body, often on the ground.
30. Earthen : made of earth or baked clay.
31. Spring from : (here) to appear from somewhere quickly or suddenly.
32. Lad : a boy or young man.
33. Nodding : moving one's head slightly downwards and then upwards, typically to express agreement, assent, or greeting.
34. Make out : (here) to discern or understand.
35. Thrilled : feeling intense pleasure, excitement, or joy.
36. Sums : (informal) arithmetic calculations.
37. Chuckle : a soft, suppressed laugh.

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4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Close your eyes and quietly listen to the sounds around you for a minute.

1. Are they trying to tell you something?
2. Do you think the things around you also listen to you all day long?

Share your answers with your classmates and the teacher.

Ans :

1. Yes, the sounds are trying share a message. For example, birds chirping could mean it is a cheerful morning, or rustling leaves might suggest a windy day.
2. Yes, I think that trees, rivers, and birds might hear us when we speak or laugh, like silent friends who listen carefully. "I heard birds singing, which made me happy. I think nature listens to us too!"

II. Jahnavi was a bright young girl who lived with her parents and three brothers in a coastal village in India. Her parents worked on the farm. She had a dream.

1. What could that dream be?
2. How could she make her dream come true?
3. What is your dream? What can you do to make your dream come true?

Share your answers with your classmates and the teacher.

Ans :

1. Jahnavi's dream might be to attend school and learn to read and write, as she is clever and eager to know more.
2. She could politely ask her parents for permission or bravely visit the school herself to show her interest.
3. My dream is to become a scientist. I can study well, try simple experiments, and seek advice from my teacher.

4. Why did the River laugh when Jahnavi said she would be scared at school?

Ans :
The River laughed when Jahnavi said she would be scared at school because it knew Jahnavi was already brave. The River reminded her that she wasn't afraid of lizards, snakes in the bamboo clump, or even big trains "rattling past that bridge".

5. Why should Jahnavi follow the River's advice?

Ans :
Jahnavi should follow the River's advice because the River gave her courage and a practical suggestion. The River reminded her that girls could do as much as boys and that simply showing up at school might be enough to get her admitted.

6. How does the conversation between Jahnavi and the River make the story more appealing?

Ans :
The conversation between Jahnavi and the River makes the story more appealing by adding a magical and unique element. It allows Jahnavi to express her deepest desires and fears to a comforting, wise listener, which helps her find courage to pursue her dream.

7. What is the main message that the writer intends to convey?

Ans :
The main message the writer intends to convey is the importance of perseverance and self-belief in achieving one's dreams. It highlights that with courage and determination, even seemingly impossible goals, like a young girl going to school when she wasn't allowed, can be achieved.

Let us learn

I. You have learnt that naming words are called nouns and only proper nouns begin with a capital letter. Why has the author used a capital letter for the 'River' even when it is a common noun?
(Clue: Has the River been given qualities of a human being?)

Ans :
The author has used a capital letter for 'River' even though it is usually a common noun because the River has been given qualities of a human being. In the story, the River can talk, ask questions, give advice, and laugh, showing it acts like a person. This makes 'River' act as a proper noun for a specific character in the story.

II. There are a few words related to sound in the text. Pick the words from the text and write them next to the correct definition.

1. made a high-pitched piercing sound
2. to cause liquid to strike or fall on something
3. a low continuous background noise
4. cry with loud uncontrollable gasps
5. to make a soft dry sound, like paper or leaves moving
6. took a short quick breath through the mouth due to surprise, pain or shock
7. shaking rapidly to make continuous short, sharp sounds
8. making a lot of noise
9. made a long, high cry, usually because of pain or sadness

Now, fill in the blanks with suitable sound words from exercise (II).
The classroom grew (i) _____ as the students noticed the teacher carrying the answer papers. As the teacher turned the pages with a (ii) _____, the children (iii) _____, wondering what comments awaited. Someone (iv) _____ in frustration, and the (v) _____of the students steadily increased. Finally, when the teacher praised the students for their excellent performance, the students (vi) _____ with excitement.

Ans :

1. made a high-pitched piercing sound - shrieked
2. to cause liquid to strike or fall on something - splashed
3. a low continuous background noise - murmuring

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(iii) Choose the correct option to complete the sentence.
The use of an exclamation mark at the end of the line, 'It couldn't be the river!' expresses
A. excitement
B. hesitation
C. irritation
D. disbelief

(iv) Choose three qualities of the River highlighted in the extract from the words in the box given below.
affectionate forgiving thoughtful impatient kind-hearted

Ans :

i. assuring.

ii. The phrase showing Jahnavi was a frequent visitor is "when you have been coming here to see me every day, well, almost every day".

iii. D. Disbelief!

iv. affectionate, thoughtful, kind-hearted.

2. "Can I do something?" asked Jahnavi. "Well, it's up to you," said the River. "Seems to me little girls can do as much as little boys—they swim as fast as little boys. You just slip along one morning and sit there in the school and listen to what's going on, and maybe the teacher will let you stay."

"I couldn't," gasped Jahnavi. "I couldn't! They'd scare me! They'd chase me out."

(i) Complete the sentence with an appropriate reason.
According to the River, there was no difference between girls and boys because _____.

(ii) Identify whether the following statement is true or false.
The River encourages Jahnavi to have faith in herself and fulfill her desire to go to school.

(iii) Choose the correct option to complete the sentence.
When the River suggests that Jahnavi should 'slip along', it means that she should move
A. quickly
B. casually
C. quietly
D. confidently

(iv) What does the repetition of the phrase I couldn't, tell us?

Ans :

i. they can do the same things, like swim as fast.

ii. True.
Reason: It tells her to try school and trust herself.

iii. C. Quietly.

iv. scared and unsure.

II. Answer the following questions.

1. Why does the writer describe different aspects of nature in great detail at the beginning of the story? Why do you think the writer does this?

Ans :
The writer describes different aspects of nature in detail at the beginning to set a peaceful scene and show Jahnavi's deep connection with her surroundings, especially the River. This helps to make the talking River seem more natural and believable later in the story.

2. How did the River know so much about Jahnavi?

Ans :
The River knew so much about Jahnavi because she had been coming to see the River "every day, well, almost every day". This consistent presence allowed the River to observe her and know her feelings.

3. Jahnavi says, "And I'm so old now, they'll never let me go." What can you infer about Jahnavi and the school from this line?

Ans :
From the line, "And I'm so old now, they'll never let me go," we can infer that Jahnavi felt it was too late for her to start school due to her age (nearly ten). This also suggests that traditionally, girls in her village might not have attended school as they grew older.

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of butterflies dancing from one flower to another, their wings a mix of bright yellows and deep blues. I feel a sense of calm as I watch them. The trees in our garden have rough, shaggy bark that feels cool to the touch on sunny mornings, and their leaves rustle softly in the slightest breeze. Sometimes, I spot tiny red ladybugs crawling slowly on the green stems. The soft ripple of water in the birdbath catches the light, making tiny, dancing patterns. I want to tell you that if you take the time to look closely, nature has so many beautiful and unique details to offer. My advice to all is to slow down and observe the small wonders around you.

Let us explore

I. Discuss why rivers in India are considered to be sacred and most of them are referred to as female. Some rivers are referred to as male, for example, the Brahmaputra and the Sone.

Ans :

In India, rivers hold a sacred status as they are viewed as sources of life, providing water essential for drinking, agriculture, and other vital activities. These waterways are deeply embedded in religious ceremonies and cultural customs, with many believing that ritual bathing in them purifies the soul and cleanses sins.

The majority of Indian rivers are feminized and revered as goddesses, embodying qualities of nurturing, fertility, and motherhood traditionally linked to the female essence. The River Ganga, for instance, is worshipped as Goddess Ganga.

Conversely, a few rivers, such as the Brahmaputra and the Sone, are masculine in their reference. This distinction could stem from the etymology of their names or their mighty and vigorous currents, which are conventionally associated with masculine attributes.

II. **Whole Class Activity**

1. India is a multilingual country, and many of us can speak two to three languages easily. Make a list of the languages that everyone in the class can speak and display it on a chart paper in the classroom.

Ans :

Languages Spoken by the students in the Class are:

Hindi, English, Tamil, Bengali, Telugu, Punjabi, Urdu, Marathi.

Many students can speak two or more languages. This list can be nicely shown on a chart paper, decorated with the writing styles of each language.

2. In which language do you enjoy reading and learning the most?

Ans :

I really enjoy reading and learning in English. This is because the books and stories are always interesting, and knowing English helps me connect with people and ideas from all over the world. It's also helpful in subjects like science and technology.

But I also love learning in my mother tongue. I feel very comfortable and can express my thoughts easily. Plus, I understand my lessons much better when they are in my own language.

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III. Read the poster given below and answer the questions that follow.



1. What are the things you can observe in the poster?

Ans :

In the poster, I can observe a group of girls sitting and writing, possibly in a classroom setting. They all have happy and smiling faces. There's also text on the poster that says "The Happiness of a Nation lies in the Dignity of its Daughters".

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4. cry with loud uncontrollable gasps - sob
5. to make a soft dry sound, like paper or leaves moving - rustled
6. took a short quick breath through the mouth due to surprise, pain or shock - gasped
7. shaking rapidly to make continuous short, sharp sounds - rattling
8. making a lot of noise - noisy
9. made a long, high cry, usually because of pain or sadness - wailed

The classroom grew (i) **noisy** as the students noticed the teacher carrying the answer papers. As the teacher turned the pages with a (ii) **rustled**, the children (iii) **gasped** wondering what comments awaited. Someone (iv) **wailed** in frustration, and the (v) **murmuring** of the students steadily increased. Finally, when the teacher praised the students for their excellent performance, the students (vi) **shrieked** with excitement

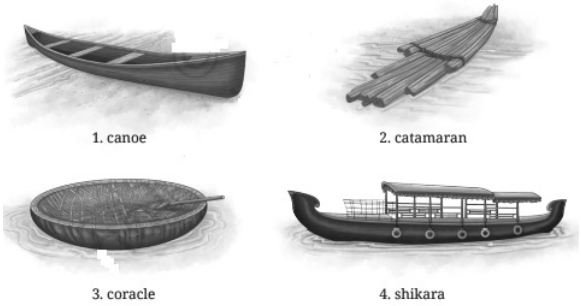
III. The word 'catamaran' is used in the text. The word originates from Tamil language 'kattu maram' meaning 'tied wood'.
Find out the meanings of these words. From which Indian language these words were borrowed. An example has been given.
1. karma (Sanskrit), 2. sahib, 3. chutney, 4. guru, 5. verandah, 6. jungle, 7. areca, 8. palanquin

Ans :

1. Karma- Results of your actions (Sanskrit)
2. Sahib- Respectful word for "sir" (Urdu/ Hindi)
3. Chutney- Spicy sauce (Hindi)
4. Guru- Teacher or guide (Sanskrit)
5. Verandah- Roofed porch (Hindi)
6. Jungle-Wild forest (Hindi/Sanskrit)
7. Areca- Nut tree (Malayalam/Tamil)
8. Palanquin- (Palki) Covered seat for one passenger consisting of a large box carried on two horizontal poles by four or six men (Sanskrit/Hindi).

IV. Chandu, the fisherman, has a catamaran that the River preferred to a ship.

Given below are some boats that are used in different parts of our country

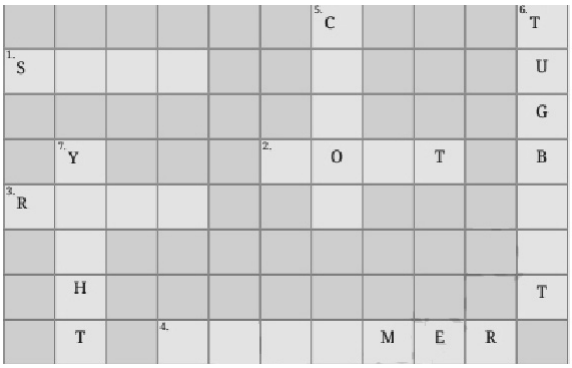


(i) Which one would you like to travel in?
(ii) Make a colourful drawing of a boat that you would like to travel in.

Ans :

(i) I would travel in a Shikara because it is lovely and peaceful on lakes!
(ii) Do it yourself.

V. Solve the crossword puzzle based on words related to water transport.



Across

1. a large vessel used for transporting goods or passengers by sea
2. a small vessel for travelling on water, typically propelled by oars, sails, or an engine
3. a flat floating structure for travelling across water
4. a boat or ship driven by steam

Down

5. a small, light, narrow boat, pointed at both ends and moved using a paddle
6. a boat with a powerful engine which can change direction easily and is used to pull large ships into and out of port

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Let us discuss

1. What was Jahnavi's dream? Was it important to her? Why?

Ans :
Jahnavi's dream was to go to school and learn to read. It was important because she was very curious about the world, wanting to understand things like why fish turn into frogs and why the moon comes from behind hills. She believed learning would answer her "many whys".

2. Do you think the river can help her in fulfilling her dream? How?

Ans :
Yes, the River helped her by giving simple advice. It encouraged her to bravely go and sit in the school, believing the teacher might let her stay. The River also reminded Jahnavi that "little girls can do as much as little boys" and that she was not truly afraid.

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Let us discuss

1. Complete the table given below with Jahnavi's questions in Column 1 and the River's answers in Column 2. Check your answers with the teacher.

Column 1	**Column 2**
...why the moon always comes from behind the hills…?	
	… little girls can do as much as little boys.
	Big boats, so big that they can take hundreds of people, and they sail along the sea with lights that shine all night.
Will they come here?	

Ans :

Column 1	**Column 2**
...why the moon always comes from behind the hills…?	It goes down towards the sea. I've seen it—it always takes the same path, over the mountains and down to the sea, like me!
"Can I do something?"	… little girls can do as much as little boys.
"What are ships?"	Big boats, so big that they can take hundreds of people, and they sail along the sea with lights that shine all night.
Will they come here?	No, they won't. They're too big. Chandu's catamaran is fine for me. He can take you to see a ship someday.

Let us think and reflect

I. Read the extracts given below and answer the questions that follow.

1. "You shouldn't cry, you know," the voice went on. "And you really shouldn't be scared, when you have been coming here to see me every day, well, almost everyday She was puzzled. It was such a voice, like the river. It couldn't be the river! "Well, tell me all about it," said the River, for it was the River. "I've got to hurry to reach the sea, you know. "

(i) Complete the sentence with the correct option from those given in the brackets.
The tone of the River in the given extract is (assuring/ sympathising)

(ii) Select a phrase from the extract which shows that Jahnavi was a frequent visitor to the spot.

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6. After thoroughly wiping his shoes, he stepped _____. (adverb)
7. She drove slowly _____ the sharp curve. (preposition)
8. He placed the keys _____ the mat before leaving. (preposition)

Ans :

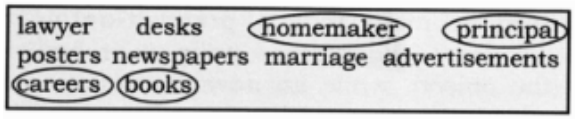
1. on, 2. outside, 3. to, 4. above, 5. along, 6. inside, 7. around, 8. on.

Let us listen

I. Read the words given in the box below. You will listen to five people speak about school life. As you listen, circle the words that are used by the speakers. There are two words you do not need. (Transcript for the teacher on pg. 39)

lawyer	desks
homemaker	principal
posters	newspapers
marriage	advertisements
careers	books

Ans :



II. You will once again listen to the five speakers. As you listen, match each statement 1–7 to each speaker (i)–(v). There are two statements that you do not need.

	Statements	**Speaker No.**
1.	Promotes active participation for all in school activities	☐
2.	Comments on how school makes learning Mathematics joyful	☐
3.	Believes in the power of education that leads to freedom of choice	☐
4.	Shares that school also means companionship	☐
5.	Understands that boys and girls have different abilities	☐
6.	Persuades the parent to grant permission to attend school	☐
7.	Believes that learning skills is not gender-based	☐

Ans :

	Statements	**Speaker No.**
1.	Promotes active participation for all in school activities (Principal).	v
2.	Comments on how school makes learning Mathematics joyful	
3.	Believes in the power of education that leads to freedom of choice (Father)	i
4.	Shares that school also means companionship (Student)	iv
5.	Understands that boys and girls have different abilities	
6.	Persuades the parent to grant permission to attend school (Grandmother)	ii
7.	Believes that learning skills is not gender-based (Teacher)	iii

Let us speak

I. Read the sentence given below.

"Dear, dear! What's the matter? … You shouldn't cry, you know. And you really shouldn't be scared, when you have been coming here to see me every day, well, almost every day."

The River spoke to Jahnavi in a 'sleepy' voice. Work in pairs and take turns to speak the same sentence in 'other' voices. Some hints are given below.

happy surprised angry scared sad worried

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Ans :

This exercise is about understanding and conveying intonation and emotional expression.

Here's how you can think about delivering that sentence with the suggested emotions:

1. **Happy:** Imagine a gentle, soothing tone, perhaps slightly higher in pitch. The words would flow easily, and "Dear, dear!" might sound very warm and comforting. The phrases "You shouldn't cry" and "you shouldn't be scared" would sound genuinely reassuring and light.
2. **Surprised:** The voice might have a sudden rise in pitch, especially on "Dear, dear!" and "What's the matter?". There might be a slight, quick intake of breath, and the rest of the sentence might be spoken with an unexpected, almost questioning lift.
3. **Angry:** The tone would likely be lower, louder, and sharper. The words would be delivered with more force, and there might be emphasis on "shouldn't" as if expressing strong disapproval or frustration. The rhythm might become choppy.
4. **Scared:** The voice would likely be quieter, possibly a bit breathy or trembling. The pitch might be higher than normal, and words might be rushed or broken up by slight pauses as if the speaker is trying to control their fear.
5. **Sad:** The voice would be soft, low, and perhaps slower. There might be a mournful quality to the tone, and "Dear, dear!" might sound heavy with sympathy. The words would convey a sense of gentle sorrow.
6. **Worried:** The voice might have a slightly strained or anxious quality. It might be a little faster than normal, and the emphasis might fall on words that convey concern, like "shouldn't cry" or "shouldn't be scared," delivered with genuine apprehension in the tone.

   The key is to use changes in pitch, volume, pace, and vocal quality to convey the intended emotion, transforming how the exact same words are received.

II. Janhavi asks the River for advice and the River gives advice. Read the given situations and work in pairs to ask for and give advice. Take turns to change your roles. Use the prompts given below.

1. Situation (i) : You wish to play football at school but it has an all-boys' team only.
2. Situation (ii) : You have been unable to score well in Mathematics due to nervousness during exams.
3. Situation (iii) : You really enjoy music classes but do not get enough time to practise for it.
4. Situation (iv) : You cannot see the blackboard clearly from the last bench.

Asking for advice

- _____ problem _____.
  What do you think I should do?
- _____ problem _____.
  Do you think I should...?
- _____ problem _____.
  What would you do in my position?
- _____ problem _____.
  I'd appreciate your advice on this issue.

Giving advice

- I think you should...
- Why don't you...?
- The best thing to do is...
- If I were you,
  I would / wouldn't...

Ans :

1. **Situation (i):** You wish to play football at school but it has an all-boys' team only.
   Student A (asking for advice): I really want to play football at school, but it has an all-boys' team only. What do you think I should do?
   Student B (giving advice): I think you should speak to your teacher or the principal and request them to allow girls to join or start a mixed team. If I were

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you, I would also try gathering other interested girls to support your request.

2. **Situation (ii):** You have been unable to score well in Mathematics due to nervousness during exams.
   Student A (asking for advice): I've been unable to score well in Mathematics because I get really nervous during exams. I'd appreciate your advice on this issue.
   Student B (giving advice): Why don't you try practicing mock tests at home under exam conditions? If I were you, I'd also talk to a teacher or counselor about your anxiety. The best thing to do is to stay calm and revise regularly.
3. **Situation (iii):** You really enjoy music classes but do not get enough time to practise for it.
   Student A (asking for advice): I really enjoy music classes, but I don't get enough time to practise. What would you do in my position?
   Student B (giving advice): I think you should create a daily schedule and set aside at least 15-20 minutes just for music. If I were you, I'd also reduce screen time or other less important activities to make space for practice.
4. **Situation (iu):** You cannot see the blackboard clearly from the last bench.
   Student A (asking for advice): I can't see the blackboard clearly from the last bench. Do you think I should change my seat?
   Student B (giving advice): Yes, the best thing to do is to politely ask your teacher if you can sit closer to the board. If I were you, I'd also get my eyesight checked, just to be sure everything's fine.

Let us write

1. **Observing Nature**
   Take some time to observe the world around you. Over the next few days, pay attention to the colours, shapes, patterns, and textures found in nature. Look closely at the plants, trees, flowers, birds, and even the sky. Make detailed notes of what you observe, focusing on textures, movements, and how light plays with these elements. Record your observations in detail and the features that draw your attention the most—whether it's the soft ripple of water, the vibrant flutter of a butterfly or the colour of the birds or flowers.
   Now, write a descriptive paragraph based on what you've observed. Highlight the colours, shapes, textures, and unique details that made an impression on you.



Give a title to your paragraph.

Ideas	Prompts
• What do you observe?	• Every day, I see... • I find it very interesting that...
• How do you feel? Why?	• I like... because... • I feel... as...
• What is your message to everyone around you?	• I want to tell you that... • My advice to all is...

Ans :

A Symphony in My Garden

Every day, I see a little world right outside my window. I find it very interesting that even a small patch of grass can hold so much life. I like looking at the vibrant flutter

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7. a boat with sails and sometimes an engine, used for either racing or travelling for pleasure, rhymes with 'cot'

Ans :

						[5]C				[6]T
[1]S	H	I	P			A				U
						N				G
	[7]Y				[2]B	O	A	T		B
[3]R	A	F	T			E				O
	C									A
	H									T
	T		[4]S	T	E	A	M	E	R	

VI. Read the highlighted words in the following lines from the text.

"She goes down towards the sea. I've seen her; she always takes the same way—over the mountains and down to the sea, like me!"

Prepositions are words that indicate the relationship between nouns or pronouns and other elements in a sentence. They show direction, location, time or logical relationships between ideas.

Now, fill in the blanks with suitable prepositions given within the brackets.

Jahnavi takes the River's advice and goes to school. On her first day 1. _____ (at/in/on) school, Jahnavi stood nervously 2. _____ (in/outside/above) the gate, clutching her bag close to her. The bell rang and she hurried 3. _____ (outside/through/inside) the bustling classroom. She found a seat 4. _____ (among/between/from) two friendly classmates. The teacher greeted them warmly and started the lesson 5. _____ (about/in/for) numbers. Jahnavi listened attentively, feeling excited 6. _____ (at/about/for) the new adventure ahead.

Ans :

1. at
2. outside
3. inside
4. between
5. about
6. about.

VII. Read the highlighted words in the following sentence from the text.

A kingfisher swept down, its wings an arrow of blue in the sunlight.



Words like on, off, up, down can function both as preposition and as adverb.

For example:

- She ran up the stairs. (preposition)



- She rang me up. (adverb)



> Remember, a preposition will always be followed by an object (noun) whereas an adverb will tell you more about the action (verb).

Fill in the blanks with prepositions or adverbs.

1. The cat jumped _____ the table. (preposition)
2. The children played _____ until dark. (adverb)
3. She quickly ran _____ the park. (preposition)
4. The helicopter was hovering _____. (adverb)
5. We were just walking _____, chatting. (adverb)

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2. Why do you think the girls look happy?

Ans :
The girls look happy because they are likely learning and studying, which gives them dignity and a sense of self-worth. The poster's message connects the dignity of daughters to the happiness of a nation.

3. Dignity means 'self-respect'. What is the relation between 'dignity' and 'happiness' ?

Ans :
"Dignity" means 'self-respect'. The relation between dignity and happiness is that when individuals, especially daughters, have self-respect and are treated with respect, it leads to their happiness. The poster suggests that happiness for a nation comes from the dignity of its daughters.

4. How does a Nation prosper when its daughters are happy?

Ans :
A nation prospers when its daughters are happy because their happiness is linked to their dignity and well-being. When daughters are empowered and have self-respect, they can contribute positively to the nation's progress, leading to overall prosperity.

IV. The Government has launched many schemes for the education of the girl child. Some of them are 'Beti Bachao Beti Padhao', 'Balika Samridhi Yojana', 'Samagra Shiksha Scheme– Kasturba Gandhi Balika Vidyalayas', etc.
Find out more such schemes from the internet or from your teacher and spread awareness in your neighbourhood.

Ans :
Some schemes that I could find from the internet are as follows.

1. Sukanya Samriddhi Yojana (SSY): A savings scheme launched under the 'Beti Bachao Beti Padhao' campaign. It encourages parents to save money for their daughters' higher education and future needs.
2. CBSE Udaan Scheme: This scheme aims to support girl students from economically weaker sections by providing free resources and mentoring for engineering entrance exams like JEE.
3. National Scheme of Incentive to Girls for Secondary Education (NSIGSE): It provides financial assistance to girls who pass Class 8 and enroll in Class 9, especially those belonging to SC/ST communities. It aims to reduce dropout rates among girls.
4. Pragati Scholarship Scheme: Offered by AICTE, this scholarship supports meritorious girls studying technical courses in colleges approved by the council.
5. Digital India :National Scholarship Portal (NSP): A central platform where girls from various minority and backward communities can apply for scholarships provided by different ministries and states.

Spreading Awareness in the Neighbourhood:
To spread awareness about these schemes, I can:

1. Prepare posters or charts and display them in public places like schools or community centres.
2. Talk to neighbours and parents about the benefits of girls' education and available schemes.
3. Organize a small awareness session in school with the help of teachers.
4. Share information through WhatsApp messages and social media to reach more people.

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. What is the name of the girl to whom the river speaks?
(A) Jahnavi
(B) Janaki
(C) Jayanti
(D) Juhi

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sweeping down with its blue wings and a green lizard slithering to the river's edge to bask in the sun.

7. How did Jahnavi's parents react when the teacher visited their home about her schooling?

Ans :
Jahnavi's father initially looked worried, but her mother was glad the teacher came. Her mother expressed that girls should learn as much as they want.

8. What did Jahnavi decide she would do when she grew up, inspired by her experience?

Ans :
Jahnavi decided that when she grew up, she would be a teacher. She would go from house to house in her village asking little girls to come to her school.

9. What promise did the River make to Jahnavi if she returned after starting school?

Ans :
The River promised to share more stories about ships with Jahnavi if she returned after starting school. This implied their special friendship and the River's role as a source of wisdom would continue.

10. What did Jahnavi plan to learn at school besides reading and writing?

Ans :
Jahnavi wanted to learn why spiders are yellow, why bamboo trees rustle, why the moon always comes from behind the hills, and why baby fish in the field water turn into frogs. She also wanted to learn to do sums.

Long Answer Type Questions

1. Describe Jahnavi's background and early dream.

Ans :
Jahnavi was a bright young girl who lived with her parents and three brothers in a coastal village in India. Her parents worked on the farm. She had a dream to go to school, wanting to learn to read like her elder brother Ettan (whose real name was Gopi) and Meena. However, her mother consistently postponed this aspiration, stating she was "too small" or needed to care for younger brothers Ramu and Appu.

2. How did the River first talk to Jahnavi?

Ans :
The River first talked to Jahnavi when she was crying, and a "sleepy, murmuring voice" unexpectedly asked, "What's the matter?". Jahnavi was "startled, because she was sure she had been quite alone". Her initial reaction was one of disbelief and fear, as she thought the voice was "like the river" but believed, "It couldn't be the river!". She even "wanted to run away".

3. How did the River advise Jahnavi about school?

Ans :
The River encouraged Jahnavi by telling her, "You shouldn't cry, you know," and "you really shouldn't be scared, when you have been coming here to see me every day". It then advised her, "You just slip along one morning and sit there in the school and listen to what's going on, and maybe the teacher will let you stay". The River also reminded her of her bravery.

4. How did Jahnavi finally get to attend school?

Ans :
Following the River's advice, Jahnavi "gathered courage". The next day, she went to the school, "panting and out of breath", and "stood by the door listening". She then "crept nearer and nearer till she was in the back row". The teacher noticed her, asked her name , and later visited her home to talk to her father, ultimately leading to her parents' permission.

5. How did Jahnavi's mother's view on education change?

Ans :
Jahnavi's mother initially postponed her daughter's schooling, saying "You are too small, baby. Maybe later". Her perspective significantly evolved after the teacher's visit. Her mother then expressed, "I am glad the

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14. What is Jahnavi doing when she hears the voice?
(A) Dancing
(B) Playing
(C) Walking
(D) Crying
Ans : (D) Crying

15. What is Jahnavi's reaction after she got the opportunity to go school at the end of the story?
(A) Anger
(B) Curiousity
(C) Fear
(D) Happiness
Ans : (D) Happiness

16. What does the river say Jahnavi shouldn't be?
(A) Angry
(B) Afraid
(C) Sad
(D) Tired
Ans : (B) Afraid

17. What is the color of the lizard?
(A) Blue
(B) Brown
(C) Green
(D) Red
Ans : (C) Green

18. What is the river's destination?
(A) A lake
(B) A mountain
(C) The sea
(D) A town
Ans : (C) The sea

19. Where is Jahnavi when she listens to the teacher?
(A) At home
(B) By the door
(C) In the field
(D) Near the river
Ans : (B) By the door

20. Who is the central character of the story?
(A) Appu
(B) Jahnavi
(C) The king
(D) The teacher
Ans : (B) Jahnavi

Fill in the Blanks

1. Jahnavi lived with her parents and three brothers in a _____ village in India.
2. A big bright _____ splashed down her nose.
3. Jahnavi was _____ because she was sure she had been quite alone.
4. The River suggested that little girls can do as much as little boys and that Jahnavi should _____ along one morning and sit in the school.
5. Jahnavi wants to learn to _____ her name and do sums.

Ans :
1. coastal, 2. tear, 3. startled, 4. slip, 5. write.

State Whether True or False

1. Jahnavi's dream was to become a doctor.
2. The River's voice was like the rustling of bamboo trees.
3. The River told Jahnavi that ships were too large to come to her village.
4. Jahnavi's father was worried when the teacher came to talk to him.
5. The River chuckled sleepily when Jahnavi told it she was going to learn to write her name.

Ans :
1. False – Jahnavi's dream was to go to school and learn to read.
2. False – The voice was like the river. Parrots shrieked, and bamboo rustled, but the River's voice was sleepy.
3. True – The River said ships were "Too large" to come to Jahnavi's village.
4. True – Her father scratched his cheek, which he did when worried.
5. True – The River gave a "sleepy chuckle" when Jahnavi shared her news.

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Ans : (A) Jahnavi

2. What kind of voice does the river have?
(A) Clear
(B) Loud
(C) Sharp
(D) Sleepy

Ans : (D) Sleepy

3. Which creature's wings are described as an "arrow of blue"?
(A) Crow
(B) Kingfisher
(C) Parrot
(D) Sparrow

Ans : (B) Kingfisher

4. Where is the kingfisher when Jahnavi hears the voice?
(A) At the river's edge
(B) Eating a fish
(C) Flying above
(D) On a tree branch

Ans : (B) Eating a fish

5. What is the green creature that slithers to the river's edge?
(A) Frog
(B) Lizard
(C) Snake
(D) Worm

Ans : (B) Lizard

6. What does Jahnavi feel when she cannot find the source of the voice?
(A) Anger
(B) Confusion
(C) Fear
(D) Sadness

Ans : (C) Fear

7. What does the river say it has seen the moon do?
(A) Disappear
(B) Float
(C) Go down towards the sea
(D) Rise into the sky

Ans : (C) Go down towards the sea

8. What is the floor of the classroom made of?
(A) Cement
(B) Earthen
(C) Stone
(D) Wood

Ans : (B) Earthen

9. Who falls asleep on Jahnavi's shoulder?
(A) A classmate
(B) A friend
(C) Appu
(D) The teacher

Ans : (C) Appu

10. What is the story that the teacher reads to the class about?
(A) A farmer
(B) A king
(C) A river
(D) A ship

Ans : (B) A king

11. What is the river compared to?
(A) A boat
(B) A child
(C) A road
(D) The sea

Ans : (C) A road

12. What word is used to describe the river's voice?
(A) Shrieking
(B) Murmuring
(C) Shouting
(D) Whispering

Ans : (B) Murmuring

13. Where does the river say the moon goes?
(A) Into the forest
(B) Over the mountains
(C) To the city
(D) Up to the sky

Ans : (B) Over the mountains

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Very Short Answer Type Questions

1. Where did Jahnavi live with her family?

Ans :
Jahnavi lived in a coastal village in India.

2. What was Jahnavi's big dream?

Ans :
Jahnavi dreamed of going to school and learning to read.

3. Who startled Jahnavi by speaking to her?

Ans :
The River startled Jahnavi by speaking in a sleepy, murmuring voice.

4. What did Jahnavi's mother tell her when she was five?

Ans :
Jahnavi's mother told her she was "too small, baby".

5. What was Jahnavi's brother's real name?

Ans :
Jahnavi's brother's real name was Gopi.

6. How did the River suggest Jahnavi should go to school?

Ans :
The River suggested Jahnavi should "slip along one morning and sit there".

7. What animal slithered to the river's edge?

Ans :
A green lizard slithered to the river's edge.

8. What did Jahnavi's father do when worried?

Ans :
Jahnavi's father scratched his cheek when worried.

9. Who had fallen asleep on Jahnavi's shoulder at school?

Ans :
Little Appu had fallen asleep on Jahnavi's shoulder.

10. What did Jahnavi want to become when she grew up?

Ans :
Jahnavi wanted to become a teacher when she grew up.

Short Answer Type Questions

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1. Describe Jahnavi's family and where they lived.

Ans :
Jahnavi was a bright young girl who lived with her parents and three brothers in a coastal village in India. Her parents worked on the farm.

2. What was Jahnavi's biggest dream and why couldn't she achieve it initially?

Ans :
Jahnavi's biggest dream was to go to school and learn to read. She couldn't achieve it because her mother said she was too small, and later she had to mind her younger brothers.

3. How did the River reveal its ability to speak to Jahnavi?

Ans :
The River revealed its ability to speak when Jahnavi was startled by a sleepy, murmuring voice asking, "What's the matter?" Jahnavi was puzzled, realizing the voice was like the river.

4. What kinds of questions did Jahnavi ask the River, showing her curiosity?

Ans :
Jahnavi asked many "whys," such as why spiders are yellow in yellow flowers, why bamboo trees rustle, and why baby fish become frogs. The River found her questions breathless.

5. How did the River encourage Jahnavi to go to school despite her fears?

Ans :
The River encouraged Jahnavi by assuring her she shouldn't be scared and reminded her that little girls can do as much as little boys. It advised her to "slip along one morning and sit there in the school".

6. What specific animal movements did Jahnavi observe as she cried by the river?

Ans :
As she cried, Jahnavi observed a kingfisher

Ans :

Dear Diary,

Today, the River told me something amazing: girls are just as capable as boys! It made me feel like a heavy stone lifted from my heart. I always thought staying home was my fate. But the River's words spark a tiny flame of courage. Maybe I can sneak into school, just as it said. My dream to learn suddenly feels less impossible, more like a real path I can try to walk. I'm still scared, but hopeful.

4. The kingfisher's wings are "an arrow of blue in the sunlight". What visual image does this create, and what does it suggest about the kingfisher's movement or appearance?

Ans :

The phrase "an arrow of blue in the sunlight" creates a vivid image of the kingfisher moving with incredible speed and precision. The "arrow" suggests a swift, direct, and sharp dive, while "blue in the sunlight" highlights its bright, striking colour as it cuts through the air. It implies a moment of fleeting, vibrant beauty, emphasizing the sudden, impactful nature of the bird's movement and its striking appearance against the natural backdrop.

5. Jahnavi thought, "They don't want me. They only...". What can you infer about her family's initial priorities for her, based on the story's context?

Ans :

From Jahnavi's thought, one can infer that her family initially prioritized her role in household duties and childcare over her education. Her parents worked on the farm , and she was responsible for minding her younger brothers. This suggests a practical need for her help at home, which superseded her personal desire to attend school, reflecting common family dynamics and economic constraints in some rural settings.

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Extract Based Questions

1. Read the following extract and answer the questions that follow:

"Dear, dear!" said a sleepy, murmuring voice, "What's the matter?"

Jahnavi was startled, because she was sure she had been quite alone. It couldn't have been the lizard. And the kingfisher was up in the thicket of bamboo eating the fish it had caught. It couldn't be the parrots, because parrots shrieked.

(i) What kind of voice did Jahnavi hear?
  (a) Loud and angry
  (b) Sleepy and murmuring
  (c) High-pitched and shrieking
  (d) Chirpy and happy

(ii) Jahnavi was _____ because she was sure she had been quite alone.

(iii) State whether the following statement is true or false:
Jahnavi thought the voice belonged to the parrots.

(iv) Which two creatures did Jahnavi immediately decide could not be the source of the voice?

Ans :

(i) (b) Sleepy and murmuring

(ii) startled

(iii) False (The extract states, "It couldn't be the parrots, because parrots shrieked")

(iv) Jahnavi decided the voice could not belong to the lizard or the kingfisher.

2. Read the following extract and answer the questions that follow:

"They won't let me go to school," said Jahnavi. "I asked my mother, 'Why can't I go to school like Ettan and Meena?' And Mother had replied, 'You are too small, baby. Maybe later.'" Now, she was nearly ten and minding Little Appu, who was the smallest.

(i) How old was Jahnavi when this conversation with the River took place?
  (a) Five years old
  (b) Seven years old

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teacher came to talk to your father" , and revealed her own past aspiration: "When I was your age, I wanted to go to school, but your grandmother said 'No'". She concluded, "Girls should learn as much as they want".

6. What future dream did Jahnavi have after school?

Ans :
After successfully gaining admission to school, Jahnavi formed an ambitious dream for her future as a teacher. She enthusiastically told her mother, "when I grow up, I'll be a teacher and I'll go from house to house in our village and ask all the little girls to come to my school". She also promised to teach them "all that I'm going to learn", indicating her commitment to spreading education.

7. What lessons does the story teach about courage and determination?

Ans :
The story teaches that courage and determination are vital for achieving dreams. Jahnavi's courage is shown when she follows the river's advice, entering the classroom despite fears and lack of permission. Her determination is evident in her persistent dream of schooling, even when initially denied. The narrative illustrates that small, brave steps, like quietly listening in class, combined with unwavering determination, can lead to significant changes, such as gaining parental approval, highlighting the power of these qualities in overcoming obstacles.

8. How does the story highlight the importance of support from others in achieving one's dreams?

Ans :
The story underscores that support from others is vital for achieving dreams, particularly when facing societal or familial barriers. Jahnavi's dream of attending school is realized through the encouragement and actions of key figures. The river provides emotional support and practical advice, boosting her confidence. The teacher's proactive home visit bridges her aspirations with her family's concerns. Her mother's eventual support, driven by her own past, sways her father's decision. Together, these figures illustrate that dreams are often achieved with the help of others who advocate for the dreamer.

Competency Based Questions

1. Jahnavi's dream of school is blocked by parental duties. If you were her elder brother, Ettan, how would you support her dream in one specific, realistic way, given your family's situation?

Ans :
If I were Ettan, knowing Jahnavi's longing for school, I would offer to take over some of her responsibilities, like minding Little Appu, for a few hours each day. This would free up time for her to "slip along" to school, as the River advised. I'd also share my school notes or teach her what I learned, leveraging my own education to directly help her pursue her dream without burdening our parents further.

2. Jahnavi's mother says, "Girls should learn as much as they want." How relevant is this statement in India today? Give one reason to support your opinion.

Ans :
Jahnavi's mother's statement, "Girls should learn as much as they want", is highly relevant in India today. While significant progress has been made in girls' education, challenges like access, retention, and quality of education, particularly in rural or disadvantaged areas, still persist. This statement underscores the ongoing importance of advocating for equitable educational opportunities for all girls, empowering them to pursue their aspirations without societal or economic limitations.

3. The River tells Jahnavi, "little girls can do as much as little boys-they swim as fast as little boys". Write a short diary entry from Jahnavi's perspective that evening. How did these words impact her feelings or resolve?

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(i) According to the River, what is a key feature of the big boats at night?
(a) They move silently
(b) They have lights that shine all night
(c) They look like mountains
(d) They are pulled by fish

(ii) The River explains that the ships are too _____ to come to where Jahnavi is.

(iii) State whether the following statement is true or false:
Jahnavi was not interested in the ships the River described.

(iv) How many people did the River say the big boats could carry?

Ans :

(i) (b) They have lights that shine all night

(ii) large

(iii) False (The text says "Jahnavi held her breath" and asked if they would come there, showing she was very interested)

(iv) The River said the big boats could take hundreds of people.

6. Read the following extract and answer the questions that follow:

Jahnavi gathered courage. The next day she reached the school, panting and out of breath and stood by the door listening while the teacher read out the lesson. It was a story about a prince called Ashoka, who became a great king. Little Appu had fallen asleep on her shoulder.

(i) What was the story about that the teacher was reading?
(a) A story about the River
(b) A story about a king named Gopi
(c) A story about a prince named Ashoka
(d) A story about a talking lizard

(ii) Jahnavi reached the school feeling panting and out of _____.

(iii) State whether the following statement is true or false:
Jahnavi bravely walked into the classroom and demanded a seat.

(iv) What was little Appu doing while Jahnavi listened at the classroom door?

Ans :

(i) (c) A story about a prince named Ashoka

(ii) breath

(iii) False (She "stood by the door listening" before creeping into the back row)

(iv) Little Appu had fallen asleep on Jahnavi's shoulder.

7. Read the following extract and answer the questions that follow:

"Where did you spring from, little girl?" asked the teacher. "And what is your name? You're new in my class."

"She's Gopi's sister, Gopi is in the next class," said one of the boys. "It's Jahnavi," said another. "So, you're Gopi's little sister? Nice lad, Gopi."

(i) Who first explained Jahnavi's identity to the teacher?
(a) Gopi
(b) Jahnavi herself
(c) Another girl in the class
(d) One of the boys in the class

(ii) The teacher referred to Gopi as a _____ lad.

(iii) State whether the following statement is true or false:
Gopi was sitting in the same class as Jahnavi.

(iv) How did the teacher know who Gopi was?

Ans :

(i) (d) One of the boys in the class

(ii) nice

(iii) False (The boy states that "Gopi is in the next class.")

(iv) The teacher knew who Gopi was because a boy in the class identified Jahnavi as his sister and the teacher responded, "Nice lad, Gopi."

8. Read the following extract and answer the questions that follow:

She could see her father scratching his cheek the way he did when he was worried and the teacher was nodding and saying something she couldn't make out. And Mother said,

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(c) Nearly ten years old
(d) Twelve years old

(ii) Jahnavi's mother told her she was too _____ to go to school.

(iii) State whether the following statement is true or false:
At the age of ten, Jahnavi was already attending school with her brother.

(iv) What reason did Jahnavi's mother give for not sending her to school?

Ans :

(i) (c) Nearly ten years old

(ii) small

(iii) False (She was minding her little brother Appu instead of going to school)

(iv) Jahnavi's mother said that she was "too small" to go to school.

3. Read the following extract and answer the questions that follow:

"I want to know why spiders are yellow in yellow flowers, why bamboo trees rustle, why the moon always comes from behind the hills, never the other way, why the baby fish in the field water become frogs, why..."

"Stop!" said the River. "You make me breathless. So many whys!"

(i) What natural phenomenon regarding an animal's transformation was Jahnavi curious about?
(a) Why caterpillars become butterflies
(b) Why spiders are yellow in yellow flowers
(c) Why baby fish become frogs
(d) Why bamboo trees rustle

(ii) The River told Jahnavi to stop because her many questions made it feel _____.

(iii) State whether the following statement is true or false:
Jahnavi wondered why the moon always came from the direction of the sea.

(iv) What did Jahnavi want to know about the bamboo trees?

Ans :

(i) (c) Why baby fish become frogs

(ii) breathless

(iii) False (The extract states she wondered "why the moon always comes from behind the hills")

(iv) She wanted to know why bamboo trees rustle.

4. Read the following extract and answer the questions that follow:

"Seems to me little girls can do as much as little boys—they swim as fast as little boys. You just slip along one morning and sit there in the school and listen to what's going on, and maybe the teacher will let you stay."

(i) Who is the speaker of these lines?
(a) Jahnavi's mother
(b) The teacher
(c) The River
(d) Jahnavi's father

(ii) The speaker advises Jahnavi to _____ along one morning and sit in the school.

(iii) State whether the following statement is true or false:
The speaker believes that little boys are much faster swimmers than little girls.

(iv) What was the River's simple plan for Jahnavi to get into school?

Ans :

(i) (c) The River

(ii) slip

(iii) False (The speaker says girls "swim as fast as little boys.")

(iv) The River's plan was for Jahnavi to quietly go to the school, sit there, and listen, hoping the teacher would allow her to stay.

5. Read the following extract and answer the questions that follow:

"Big boats," said the River, "so big that they can take hundreds of people, and they sail along the sea with lights that shine all night."

Jahnavi held her breath. "Will they come here?" she asked.

"I'm afraid not," said the River. "Too large, you know."

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Assertion and Reason Questions

1. Assertion (A): Jahnavi cried because her parents would not let her go to school.
Reason (R): She was nearly ten years old and wanted to learn to read like her siblings.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
Jahnavi cried because she wasn't allowed to go to school, and at nearly ten, she wanted to learn like her elder siblings.

2. Assertion (A): The River told Jahnavi it had to hurry to reach the sea.
Reason (R): Rivers naturally flow towards the sea.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(B) Both A and R are true but R is not the correct explanation of A.
The River states it needs to hurry to the sea. While rivers do flow to the sea, the 'reason' for the River's statement in the story is to show its own purpose and perhaps encourage Jahnavi to pursue her dream quickly.

3. Assertion (A): Jahnavi's mother initially refused to let her go to school.
Reason (R): Girls were not allowed to attend school in their village.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(C) A is true but R is false.
Her mother said she was "too small" and later needed her to mind her brothers. The text doesn't say girls were generally forbidden from school.

4. Assertion (A): Jahnavi was scared to go to school and believed they would chase her out.
Reason (R): The River reminded her that she wasn't afraid of the green lizard or the snake in the bamboo clump.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(B) Both A and R are true but R is not the correct explanation of A.
Jahnavi was scared. The River reminded her of her bravery with animals. However, the River's statement 'challenged' her fear, it didn't 'cause' it.

5. Assertion (A): Jahnavi's mother initially told her she was too small to go to school.
Reason (R): Jahnavi eventually went to school because the teacher spoke to her father, and her mother realized the importance of girls' education.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
Her mother delayed her schooling due to her age. The teacher's talk with her father and mother's changed view led to Jahnavi finally attending school.

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"Little Jahnavi, I shall miss you when you go to school. Girls should learn as much as they want."

(i) What was the physical sign that showed Jahnavi's father was worried?
   (a) He was scratching his cheek
   (b) He was tapping his foot
   (c) He was looking at the ground
   (d) He was nodding his head

(ii) Jahnavi's mother believed that girls should _____ as much as they want.

(iii) State whether the following statement is true or false:
Jahnavi's mother was upset that Jahnavi would be going to school.

(iv) Who came to speak to Jahnavi's father?

Ans :

(i) (a) He was scratching his cheek

(ii) learn

(iii) False (She said she would miss her but was glad the teacher came to talk to her father)

(iv) The teacher came to speak to Jahnavi's father.

9. Read the following extract and answer the questions that follow:

"Girls should learn as much as they want. When I was your age, I wanted to go to school, but your grandmother said 'No', but now, I am glad the teacher came to talk to your father."

(i) Who is the speaker of these lines?
   (a) Jahnavi
   (b) The teacher
   (c) The River
   (d) Jahnavi's mother

(ii) When the speaker was young, her _____ said 'No' to her going to school.

(iii) State whether the following statement is true or false:
The speaker was unhappy that the teacher came to visit her house.

(iv) What was the speaker's personal experience with schooling when she was Jahnavi's age?

Ans :

(i) (d) Jahnavi's mother

(ii) grandmother

(iii) False (She states, "I am glad the teacher came to talk to your father.")

(iv) When she was Jahnavi's age, she wanted to go to school, but her own mother (Jahnavi's grandmother) did not allow her to go.

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10. Read the following extract and answer the questions that follow:

"I did it!" she told the River. "I was scared, but I did it! And they're letting me go. I'm going to learn to write my name and do sums and find out why our little fishes in the rice fields turn into frogs."

(i) Who is Jahnavi speaking to in this extract?
   (a) Her mother
   (b) The teacher
   (c) Little Appu
   (d) The River

(ii) Jahnavi was excited to learn why the little fishes in the rice fields turn into _____.

(iii) State whether the following statement is true or false:
Jahnavi was not at all scared to go to the school.

(iv) Besides finding answers to her questions, what two basic skills was Jahnavi looking forward to learning?

Ans :

(i) (d) The River

(ii) frogs

(iii) False (She explicitly says, "I was scared, but I did it!")

(iv) She was looking forward to learning how to write her name and do sums.

5. Sprawl : (here) an awkward, ungainly fall.

Explanation :
The spider started climbing up carefully, holding tightly and putting in a lot of effort. It tried hard to reach its home by crawling straight up the thread. But despite its strong effort, the spider slipped and fell all the way back down, almost to where it had started near the ground. This shows that even though the spider tried very hard, it faced failure and setbacks in its journey.

Stanza 7

Up, up it ran, not a second to stay,
To utter the least complaint;
Till it fell still lower, and there it lay,
A little dizzy and faint.

Word Meaning :

1. Utter : to make (a sound) with the voice.
2. Complaint : a statement that something is unsatisfactory or unacceptable.
3. Dizzy : having a sensation of spinning around and losing one's balance.
4. Faint : feeling weak and dizzy and about to lose consciousness.

Explanation :
The narrator describes how the spider kept climbing higher and higher without stopping or resting for even a moment. It did not complain or give up, showing its determination. But then, the spider slipped and fell even lower than before. After the fall, it lay there feeling a bit dizzy and weak, as if it was tired and hurt. This shows that the spider's journey was very difficult, but it did not lose hope despite the falls and struggles.

Stanza 8

Its head grew steady — again it went,
And travelled a half-yard higher;
'Twas a delicate thread it had to tread,
And a road where its feet would tire.

Word Meaning :

1. Steady : firmly fixed, supported, or balanced.
2. Half-yard : a distance of 18 inches.
3. Delicate : very fine in texture or structure.
4. Tread : to walk along.
5. Tire : to lose energy and feel in need of rest.

Explanation :
After resting for a little while, the spider steadied and controlled its head, and got ready to climb again. This time, it managed to travel half a yard higher. The spider was walking on a very thin and weak thread, which was a difficult and exhausting path for its tiny feet. Despite the challenge, the spider showed courage and continued its climb, even though the journey was tough and exhausting.

Stanza 9

Again it fell and swung below,
But again it quickly mounted;
Till up and down, now fast, now slow,
Nine brave attempts were counted.

Word Meaning :

1. Swung : to move easily or hang backwards and forwards or from one side to the other
2. Mounted : climbed up on.

Explanation :
The spider fell down once more and swung below on its thread, but it didn't give up. It quickly climbed back up again. This up-and-down movement continued, sometimes the spider climbed fast, sometimes slowly. In total, the spider tried nine times with great courage and determination. Despite falling repeatedly, the spider kept trying without giving up.

Stanza 10

"Sure," cried the King, "that foolish thing
Will strive no more to climb;
When it toils so hard to reach and cling,
And tumbles every time."

Word Meaning :

1. Foolish : unwise, stupid, or not showing good judgment
2. Strive : to try very hard to do something

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Word Meaning :

1. Deed : an action or achievement.
2. Glad : pleased and happy.

Explanation :
King Bruce had been working hard to achieve something very important to help and make his people happy. He kept trying many times but was not able to succeed. Because of these repeated failures, he started feeling very sad and disappointed.

Stanza 3

He flung himself down in low despair,
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.

Word Meaning :

1. Despair : the complete loss or absence of hope.
2. Grieved : felt very sad.
3. Pondered : thought deeply about something.

Explanation :
King Bruce was feeling very hopeless and full of sadness. He threw himself down in a deep state of despair, feeling as sad as a person could be. He thought about his failures and the hard times he was facing. After spending some time thinking carefully, he decided that it was too difficult to keep trying and said to himself, "I will give up." This shows how hopeless and tired he was from all his unsuccessful efforts.

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Stanza 4

Now just at that moment a spider dropped,
With its silken, filmy clue;
And the King, in the midst of his thinking, stopped
To see what the spider would do.

Word Meaning :

1. Dropped : let or made fall.
2. Silken : made of silk, or resembling silk in softness or sheen.
3. Filmy : thin and transparent.
4. Clue : (here) a thread or line.

Explanation :
The narrator now tells us that just at that moment, a spider appeared, hanging down on a thin, smooth thread. King Bruce, who was deep in his sad thoughts, noticed the spider and paused to watch what it would do next. The king's attention shifted from his own problems to the spider, showing that sometimes small things can catch our eye and teach us important lessons.

Stanza 5

'Twas a long way up to the ceiling dome,
And it hung by a rope so fine;
That how it would get to its cobweb home,
King Bruce could not divine.

Word Meaning :

1. Ceiling dome : the curved roof of a room.
2. Cobweb home : a spider's web.
3. Divine : (here) to discover or perceive.

Explanation :
The narrator now tells us that just at that moment, a spider appeared, hanging down on a thin, smooth thread. King Bruce, who was deep in his sad thoughts, noticed the spider and paused to watch what it would do next. The king's attention shifted from his own problems to the spider, showing that sometimes small things can catch our eye and teach us important lessons.

Stanza 6

It soon began to cling and crawl
Straight up with strong endeavour;
But down it came with a slippery sprawl,
As near to the ground as ever.

Word Meaning :

1. Cling : to adhere closely; stick to.
2. Crawl : to move on the hands and knees or by dragging the body close to the ground.
3. Endeavour : an attempt to achieve a goal.
4. Slippery : difficult to hold firmly or stand on because it is smooth, wet, or oily.

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CHAPTER 2

TRY AGAIN

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1. INTRODUCTION

"Try Again" is an inspiring poem that teaches us the importance of perseverance. It tells the story of King Bruce of Scotland, who feels defeated after many failures. But then, he learns a valuable lesson from a tiny creature – a spider. Watch how the spider's continuous efforts to reach its goal, despite falling repeatedly, motivate the king to never give up. This chapter encourages you to keep trying, even when things are difficult, because success often comes to those who don't quit.

2. SUMMARY

This poem is about King Bruce of Scotland, who was feeling very sad and hopeless. He had tried many times to do something great for his people, but he kept failing. He felt so defeated that he was almost ready to give up completely.

As he sat feeling very low, he noticed a spider. This spider was trying to spin its web high up on the ceiling, which was a long way to go. The King watched to see what the little creature would do.

The spider tried very hard to climb straight up, but it kept falling down. Even when it fell and felt "dizzy and faint," it didn't complain. It tried over and over again.

The King counted nine times the spider tried and fell. He thought surely this "foolish thing" would give up now. But the spider kept going, and on its tenth try, it finally reached its cobweb home, moving "Steadily, steadily, inch by inch".

King Bruce was so amazed and excited by the spider's determination that he cried out, "Bravo, bravo!" He realized that if a tiny spider could "defy despair" and succeed by trying again, then so could he. Inspired by the spider, King Bruce decided to try one more time, and this time, he was successful. The poem teaches us that we should never give up, even when things are tough.

3. EXPLANATION

Stanza 1

King Bruce of Scotland flung himself down
In a lonely mood to think;
'Tis true he was monarch, and wore a crown,
But his heart was beginning to sink.

Word Meaning :

1. Flung : threw or cast with force.
2. Monarch : a sovereign head of a state, especially a king, queen, or emperor.
3. Crown : a decorative headpiece worn by a king or queen.
4. Sink : (here) to feel discouraged or disheartened.

Explanation :

The narrator begins by telling us about King Bruce of Scotland, who is feeling very sad and lonely. Even though he is a powerful king and wears a crown, his heart is heavy and full of sorrow because things are not going as he hoped. He sits down to think deeply about his troubles.

Stanza 2

For he had been trying to do a great deed,
To make his people glad;
He had tried and tried, but couldn't succeed
And so he became quite sad.

3. Toils : hard work, especially work that makes you feel physically tired
4. Tumbles : falls helplessly.

Explanation :
The narrator shares King Bruce's reaction as he watches the spider. The King thinks to himself, that the spider will probably stop trying to climb now. It works so hard to hold on and climb up, but it keeps falling down every time. The King believes the spider might give up because it keeps failing despite all its efforts. This shows that even the King feels discouraged watching the spider struggle so much.

Stanza 11

But up the insect went once more,
Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door,
Oh say, will he lose or win it?

Word Meaning :

1. Anxious : feeling or showing worry, nervousness, or unease.
2. Cobweb door : (here) the entrance to its spider web.

Explanation :
The spider tries to climb up once again. This time, it is a very tense moment because the spider is very close to reaching its home, it is only about a few inches away from its cobweb. The King feels anxious and wonders whether the spider will succeed this time or fall again.

Stanza 12

Steadily, steadily, inch by inch,
Higher and higher he got;
And a bold little run at the very last pinch
Put him into his native cot.

Word Meaning :

1. Steadily : in a regular and even manner.
2. Pinch : (here) a difficult or awkward situation.
3. Native cot : (here) its original small home.
4. Cot : here, the spider's home.

Explanation :
The spider climbed slowly but steadily, moving carefully inch by inch. With great courage and effort, the spider made one final strong push and finally reached its home, the spider's own web. This shows the spider's determination and strength, as it never gave up even though the climb was difficult.

Stanza 13

"Bravo, bravo!" the King cried out,
"All honour to those who try;
The spider up there, defied despair;
He conquered, and why shouldn't I?"

Word Meaning :

1. Bravo : an exclamation of approval, typically of a performer.
2. Honour : high respect.
3. Defied : openly resisted or refused to obey.
4. Conquered : successfully overcome (a problem or weakness).

Explanation :
King Bruce cheered happily, saying "Bravo, bravo!" He praised the spider for its courage and effort. The King admired the spider because it did not give up, even when things were hard and it kept falling. Seeing the spider succeed inspired the King to believe in himself again. He thought, if the spider can keep trying and finally win, then why can't he do the same? This moment gives King Bruce new hope and courage to try again and not give up on his own struggles.

Stanza 14

And Bruce of Scotland braced his mind,
And gossips tell the tale,
That he tried once more as he tried before,
And that time did not fail.

Word Meaning :

1. Braced his mind : prepared himself for something difficult.
2. Gossips : casual or unconstrained conversation or reports about other people, typically involving details that are not confirmed as true.

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3. Fail : be unsuccessful in achieving one's goal.

Explanation :
The narrator tells us that after watching the spider, King Bruce of Scotland gathered his strength and courage. He prepared himself mentally to face his challenges again. People say that he tried once more, just like he had tried before, but this time he did not fail. The king's determination helped him succeed.

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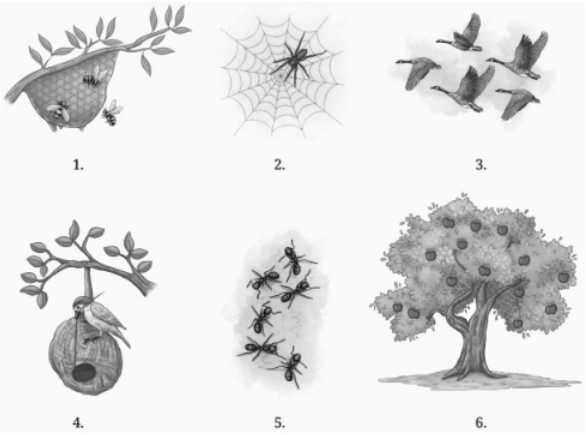
4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Who inspires you to do your best?

Ans :
My parents inspire me to do my best.

II. Work in pairs, identify what you see in the pictures given below. What can we learn from them? Share your answers with your classmates and the teacher.



Ans :
Image 1 (Beehive): We see a beehive with busy bees working. Bees work very hard to build their hive and gather nectar. They teach us to work tirelessly and never give up, even when things are difficult. They also show great teamwork.
Image 2 (Spider in web): This image shows a spider in its web. From it, we can learn to be patient and keep trying, even after we fail many times. It teaches us determination.
Image 3 (Flock of birds): A group of birds flying together in the sky teaches us teamwork and staying united. They show that working together and supporting each other helps achieve big goals and success.
Image 4 (Bird building nest): A bird building its nest shows us patience and dedication. It works carefully to create a safe home. This reminds us that success comes from many small, steady efforts.
Image 5 (Ant colony): An ant colony teaches us the power of working together and hard work. Each ant helps the group succeed. It shows that even small efforts, when combined, can create amazing things.
Image 6 (Tree with apples): A tree with apples teaches us about patience and growth. It takes time for fruit to grow. This reminds us that if we nurture something and care for it, we will see good results eventually.

Let us discuss

I. Complete the summary of the poem by filling in the blanks with suitable words from the text given in the box below. Share your answers with the teacher. An example has been given.

tried	mounted	despair	attempts	great
conquered	low	strive		

The poem, written in a narrative style, tells the story of King Bruce of Scotland, who was feeling 1. _____ after failing multiple times to achieve something 2. _____ for his people. In a moment of 3. _____, he observed a spider trying to reach its web high above. The spider 4. _____ every time it fell after getting close to its goal. It made nine 5. _____ and finally succeeded. The king said that the spider had 6. _____ and so would he. Inspired by the spider's determination, King Bruce decided to 7. _____. When he 8. _____ this time, he ultimately succeeded.

Ans :
The poem, written in a narrative style, tells the story of King Bruce of Scotland, who was feeling 1. **low** after failing multiple times to

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achieve something 2. **great** for his people. In a moment of 3. **despair** he observed a spider trying to reach its web high above. The spider 4. **mounted** every time it fell after getting close to its goal. It made nine 5. **attempts** and finally succeeded. The king said that the spider had 6. **conquered** and so would he. Inspired by the spider's determination, King Bruce decided to 7. **strive**. When he 8. **tried** this time, he ultimately succeeded.

II. Complete the following sentences suitably.
1. We can say that the poet uses the narrative style because _____.
2. The central idea of the poem is _____.

Ans :

1. the poem tells a story about King Bruce and the spider, describing events in a sequential and detailed manner.
2. perseverance and determination—never giving up despite repeated failures, as shown through the spider's efforts and King Bruce's realisation.

III. Pick three examples from the poem for each of the following:
1. lines that describe the spider's efforts
2. alliteration (the repetition of the same consonant sounds at the beginning of closely connected words)

Ans :

1. Following are three lines from the poem that describe the spider's efforts:
   (a) "It soon began to cling and crawl, Straight up with strong endeavour" -This shows the spider's determination to climb.
   (b) "Again it fell and swung below, But again it quickly mounted" – This highlights how the spider kept trying despite failing.
   (c) "Steadily, steadily, inch by inch, Higher and higher he got" – This describes the spider's slow but persistent effort to reach its web.
2. Following are three examples of alliteration from the poem:
   (a) "Fast, now slow" – The repetition of the 's' sound in "slow" and T sound in "fast".
   (b) "Bravo, bravo!" – The repetition of the 'b' sound.
   (c) "Foolish thing will strive" – The repetition of the 's' sound in "strive" and 'f sound in "foolish".

IV. Why does the poet repeat the following words or phrases in the poem?
tried and tried; steadily, steadily; up, up

Ans :

The poet repeats the words and phrases "tried and tried; steadily, steadily; up, up" to emphasise persistence, determi¬nation, and continuous effort respectively. By using repetition, the poet makes the message of never giving up stronger.

V. Fill in the blanks by choosing the correct answer from within the brackets.
1. The rhyme scheme of the poem is _____. (AABB/ABBA/ABAB)
2. 'Bravo' is an example of _____. (conjunction/interjection/adjective)
3. The poet uses 'twas and 'tis for the sake of _____. (rhythm/rhyme/contraction)

Ans :

1. The rhyme scheme of the poem is AABB.
2. 'Bravo' is an example of interjection.
3. The poet uses 'twas and 'tis for the sake of contraction.

VI. The spider's climbing is compared to King Bruce's own struggles. Just as the spider repeatedly attempts to reach its web, Bruce is trying to achieve a great deed for his people. This poetic device is called metaphor. It strengthens the poem's message about perseverance—keep trying till we succeed.

> A **metaphor** is a figure of speech that involves an implied comparison between two unlike things without using 'like', 'as', or 'as... as'. It suggests that one thing is another, highlighting similarities between them to add deeper meaning or understanding.

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1. Read the following sentences and identify metaphors and similes.
Write M for metaphor and S for simile.

i. He ran as fast as a cheetah. ☐
ii. The world is a stage. ☐
iii. The night was as dark as coal. ☐
iv. He sang like an angel. ☐
v. Her voice was music to his ears. ☐
vi. The classroom was a zoo. ☐
vii. The baby slept like a log. ☐
viii. Her smile was as bright as the sun. ☐
ix. The lake was a mirror, reflecting the sky. ☐

Ans :
(i) S, (ii) M, (iii) S, (iv) S, (v) M, (vi) M, (vii) S, (viii) S, (ix) M.

2. Read the following sentences and transform the similes to metaphors and metaphors to similes. Two examples have been given.

i. Knowledge spreads like the branches of a mighty tree.
Knowledge is a spreading branch of a mighty tree.
ii. His courage was a beacon, guiding us through the storm.
- His courage was as bright as a beacon guiding us through the storm.
- His courage was like a beacon guiding us through the storm.

iii. The book was a treasure chest, filled with endless adventures.
iv. Her laughter was a melody that brightened the darkest days.
v. The mountain stood as a guard, watching over the valley below.
vi. The night was like a velvet cloak, wrapping the world in mystery.
vii. Her thoughts were like butterflies in a summer meadow.

Ans :
iii. The book was like a treasure chest, filled with endless adventures.
iv. Her laughter was like a melody that brightened the darkest days.
v. The mountain was a mighty guard, watching over the valley below.
vi. The night was a velvet cloak, wrapping the world in mystery.
vii. Her thoughts were butterflies fluttering in a summer meadow.

Let us think and reflect

I. Read the extracts given below and answer the questions that follow.

1. He flung himself down in low despair,
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.
Now just at that moment a spider dropped,
With its silken, filmy clue;

(i) Select the phrase which shows the physical expression of the King's emotional state.
(ii) Why does the poet use the word 'low' before despair?
(iii) Choose the correct option to complete the sentence.
In the line, 'And after a while he pondered there', the word 'pondered' means _____.
A. paused B. thought C. noticed D. rested
(iv) Choose the correct option from the words given in the brackets.
The phrase 'silken filmy clue' creates an image of something that is _____ (long and light/very delicate and soft).

Ans :
(i) The phrase that shows the physical expression of the King's emotional state is:
"He flung himself down in low despair."
(ii) The poet uses the word low' before 'despair' to emphasise the depth of King Bruce's sadness and hopelessness.
It highlights that he was not just feeling discouraged but had reached a deep emotional and mental low, almost giving up completely.
(iii) B. thought.
(iv) very delicate and soft.

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2. "...when it toils so hard to reach and cling,
And tumbles every time."
But up the insect went once more,
Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door,
Oh say, will he lose or win it?

(i) Choose the correct option to complete the analogy.
toil : hard :: _____ : _____
A. roll : tumble B. tumble : circle
C. compress : roll D. jump : tumble

(ii) List any two characteristics of the spider highlighted in the line,
'But up the insect went once more'.

(iii) Choose the correct option to complete the sentence.
The expression 'Ah me!' in the extract indicates a sense of _____.
A. happiness B. stress
C. relief D. loneliness

(iv) Complete the sentence with an appropriate reason.
Readers are able to relate to this extract because _____.

Ans :

(i) A. roll: tumble.

(ii) Two characteristics of the spider highlighted in the line "But up the insect went once more" are:
1. Perseverance – The spider does not give up despite repeatedly falling; it keeps trying again and again.
2. Determination – It is committed to reaching its goal and continues climbing despite difficulties.

(iii) B. stress.

(iv) It reflects real-life struggles, where people face failures but must keep trying with perseverance and determination to achieve success.

II. Answer the following questions.

1. How does the first stanza help in setting the mood of the poem?

Ans :

This stanza helps in setting the mood of the poem by preparing the reader for the king's journey of struggle and eventual determination as it is portraying a sense of sadness, disappointment of the King.

2. Describe how King Bruce's attitude changes from the beginning towards the end of the poem.

Ans :

At the beginning of the poem, King Bruce felt defeated, hopeless, and discouraged. Despite being a monarch, he is deeply troubled because he has tried multiple times to accomplish a great deed for his people but has failed repeatedly. This leaves him feel lonely, sad, and in despair. At his lowest point, he even considers giving up entirely.

However, when he observes the spider, his perspective begins to change. He watches as tfie spider struggles but refuses to quit, making nine brave attempts before finally succeeding. Initially, the king doubts the spider and assumes it will give up, but when it keeps climbing and finally wins, his attitude shifts. He feels inspired and motivated, realising that persistence leads to success.

By the end of the poem, King Bruce regains his courage and determination. He decides to try once more, and this time, he succeeds.

3. The poet describes every action of the spider in great detail. What does this tell us about his attitude towards the spider?

Ans :

The poet's detailed description of every action of the spider shows his deep admiration, curiosity and respect for its perseverance and determination. Instead of dismissing the tiny creature, the poet carefully observes its struggles and repeated attempts to climb back to its web.

4. How does the spider inspire us to overcome despair and not give up?

Ans :

The spider's actions teach us that failure is not the end, but rather a step towards success, and that we must stay determined, work hard, and never give up in life.

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5. The poem teaches us that failures are stepping stones to success. Explain.

Ans :
The poem teaches us that failures are stepping stones to success by showing how both the spider and King Bruce face repeated failures but ultimately achieve their goals through perseverance. It conveys the message that true winners are those who never give up.

6. The spider's journey tells us that anyone can be a source of inspiration in our lives. Elaborate.

Ans :
The spider's journey in the poem teaches us that anyone or anything can inspire us, no matter how small they are.

1. Inspiration can come from anywhere – King Bruce, a great ruler, feels sad and hopeless, but he learns a lesson from a tiny spider.
2. Actions can teach us – The spider keeps trying even after failing many times. This shows us that never giving up leads to success.
3. Even small things can be role models – We usually look up to great people for inspiration, but the poem shows that even a little spider can teach an important life lesson.
4. Keep trying, no matter what – The spider falls many times but does not stop. In the end, it succeeds, just like King Bruce does when he tries again.

Let us learn

I. Write the opposites of the following words taken from the poem.

1. up × _____
2. fast × _____
3. glad × _____
4. win × _____
5. succeed × _____

Ans :

1. up × down
2. fast × slow
3. glad × sad
4. win × lose
5. succeed × fail

II. Choose the correct meaning of the underlined words in the following sentences from the box given below. Frame sentences of your own for these words.

1. work very hard and/or for a long time 2. prepared themselves for something difficult 3. an attempt to do something new or difficult 4. to try very hard to achieve something

(i) Please make every **endeavour** to arrive on time.

(ii) Ants **toil** tirelessly to save food for rainy season.

(iii) We encourage all students to **strive** to do their best.

(iv) The sailors **braced** themselves against the strong wind.

Ans :
Here are the correct meanings of the underlined words and sentences using them:

1. Endeavour: An attempt to do something new or difficult
   Sentence: Rohan's endeavour to learn a new language was successful.
2. Toil: Work very hard and/or for a long time
   Sentence: Farmers toil in the fields all day to grow crops.
3. Strive: To try very hard to achieve something
   Sentence: Students must strive to achieve their dreams with hard work.
4. Braced: Prepared themselves for something difficult
   Sentence: The team braced themselves for a tough competition.

III. The poem uses words that show distance.
For example:
a long way up, inch by inch, higher and higher, half-yard higher

Classify the words or phrases in the box given below based on the distance (far or near) and write in the space provided. You may take the help of a dictionary.

proximity	middle of nowhere	vicinity
adjacent	remoteness	yonder
afar	a stone's throw	light year
hairline	farther	

Far	**Near**

Ans :

Far	**Near**
Middle of nowhere	Proximity
Remoteness	Vicinity
Yonder	Adjacent
Afar	A stone's throw
Farther	Hairline
Light year	

IV. Read the following line from the poem.
'Twas a delicate thread it had to tread,
Now repeat the lines five to six times. Are you able to say it clearly? Create more tongue twisters of your own.

Ans :
Some fun tongue twisters that you can try are:

1. Betty bought a bit of butter, but the butter was bitter.
2. Peter Piper picked a peck of pickled peppers.
3. Fred's fresh fried fish fried freshly.
4. Tim the tiny tiger tiptoed through the tangled twigs.

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Let us listen

I. You will listen to a story about an ant. Read the questions given below and before you listen, guess the answers to these questions. (Transcript for the teacher on NCERT page 40).

1. What was the ant known for?
(i) determination
(ii) strength
(iii) wisdom

Ans :
(i) determination

2. Why was the ant unable to take the roti home?
(i) It was stuck under a rock.
(ii) It was too heavy to carry.
(iii) It was pulled by other ants.

Ans :
(ii) It was too heavy to carry.

3. What was the bird doing?
(i) playing with the ant
(ii) searching for food
(iii) picking up leaves

Ans :
(iii) picking up leaves

4. How did the bird make the ant feel?
(i) proud
(ii) inspired
(iii) relaxed

Ans :
(ii) inspired.

5. How did the fellow ants help?
(i) by advising the ant continuously.
(ii) by standing still near the ant.
(iii) by joining the ant in her efforts.

Ans :
(iii) by joining the ant in her efforts.

II. Now, listen to the story once again and as you listen, check whether your answers are correct.

Ans :
Do it yourself.

Let us speak

Narrate a personal experience about a time when you were motivated by some¬one or something to carry on and never give up. Your perseverance helped you.

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III. Let us learn how to weave a spider web.

1. Take three sticks (each about eight inches long) and a roll of old wool.
2. Tie the sticks together in the centre with the wool (Fig. 1).
3. Start weaving the web by putting a loop around every stick (Figs. 2 and 3).
4. Complete the web and tie the thread in a knot on the stick where the web is complete (Fig. 4).

Now, decorate it with words and phrases you learnt about the spider in the poem or anything else that you like.

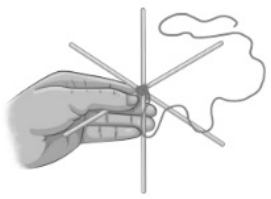


Fig. 1

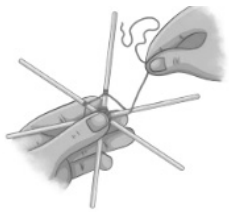


Fig. 2

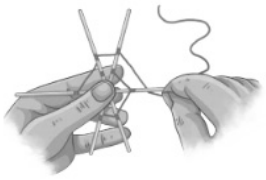


Fig. 3

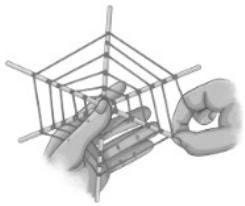


Fig. 4

Ans :
Do it yourself.

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. Who is the main character in the poem?
(A) King Arthur
(B) King Bruce of Scotland
(C) A moth
(D) A soldier

Ans : (B) King Bruce of Scotland

2. What was King Bruce feeling at the beginning of the poem?
(A) Happy
(B) Proud
(C) Sad and lonely
(D) Angry

Ans : (C) Sad and lonely

3. What was King Bruce trying to do?
(A) Build a castle
(B) Do a great deed for his people
(C) Find treasure
(D) Fight a battle

Ans : (B) Do a great deed for his people

4. Why was King Bruce feeling sad?
(A) He lost his crown
(B) He was tired
(C) He tried hard but couldn't succeed
(D) He was sick

Ans : (C) He tried hard but couldn't succeed

5. What was King Bruce thinking of doing in despair?
(A) Going on a journey
(B) Giving up everything
(C) Writing a letter
(D) Calling for help

Ans : (B) Giving up everything

6. What suddenly appeared as King Bruce was thinking?
(A) A bird
(B) A spider
(C) A soldier
(D) A dog

Ans : (B) A spider

7. What was the spider hanging from?
(A) A branch
(B) A rope
(C) A silken, filmy clue
(D) A stone

Ans : (C) A silken, filmy clue

8. Where was the spider trying to go?
(A) To the floor
(B) To its cobweb home on the ceiling
(C) To the king
(D) To the window

Ans : (B) To its cobweb home on the ceiling

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This experience taught me that trying hard is more important than being perfect at first. I learned that perseverance is the key to success. Now, I always remember to keep practicing and learning, no matter how hard something seems. The lesson I learnt from this is that even small improvements come from never giving up.

Let us write

King Bruce was inspired by the spider that kept on trying till it was successful Think about the steps you can take to overcome a difficult situation and write them down.
Now, write a letter to your cousin on how you plan to overcome any difficult situation. Also, advise not to quit and persevere.
Remember to use transition words like 'To begin with …,' 'Next…,' 'After that…,' 'Then…,' 'Finally…,' to share the steps of / our plan.

You may begin this way:
20, Rajendra Nagar
Jeevanpur
23 August 20XX
Dear Monika,
Thank you for your letter asking me about…

You may end this way:
Yours affectionately,
Deepa

Ans :
20, Rajendra Nagar
Jeevanpur
23 August 20XX
Dear Monika,
Thank you for your letter asking me about how to deal with difficult situations. I understand it can be tough when things don't go as planned. I was just reading about King Bruce and the spider in our English class, and it made me think a lot about never giving up!

When I face a difficult situation, I have a plan, just like that spider kept trying.

To begin with, I try to understand the problem clearly. Sometimes, when something feels hard, it's because I don't fully know what I need to do. So, I break the big problem into smaller, easier steps. This makes it feel less scary.

Next, I don't try to do it all alone. I think about who can help me. It could be a teacher, a parent, or even a friend who is good at that particular thing. Asking for help is not a sign of weakness; it's a smart way to learn and get new ideas.

After that, I make sure to practice regularly. Just like the spider kept trying to climb its thread, I know that steady effort is important. Even if I make mistakes, I try not to get discouraged. I tell myself that each mistake is a step closer to getting it right.

Then, I try to stay positive. It's easy to feel sad or angry when things are hard, but thinking good thoughts helps a lot. I remember how King Bruce was inspired by the spider's "never give up" attitude. I also remind myself that every small step forward is a victory.

Finally, I celebrate my small successes along the way. This keeps me motivated to keep going until the whole problem is solved.

So, Monika, please don't quit! Remember King Bruce and the tiny spider. Keep trying, keep learning, and keep believing in yourself. Perseverance is truly the key to success. I know you can do it!
Yours affectionately,
Deepa

Let us explore

I. Collect folk songs in your own language that connect us with nature and compile them as a class project.

Ans :
Do it yourself.

II. Did you know that spiders are not insects? They belong to a group called the arachnids. Observe a spider and an ant from a distance and note down the differences between them. Share your observations with your classmates. Ask your Science teacher for more information to know about spiders better.

Ans :
Do it yourself.

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Fill in the Blanks

1. King Bruce of Scotland was in a _____ mood when he flung himself down.
2. The King had tried to do a _____ deed to make his people glad, but couldn't succeed.
3. Just as the King thought of giving up, a _____ dropped with its silken, filmy clue.
4. The spider had to climb a _____ way up to its cobweb home.
5. The spider made _____ brave attempts before it finally succeeded.

Ans :

1. lonely, 2. great, 3. spider, 4. long, 5. nine.

State Whether True or False

1. King Bruce decided to give up on his efforts before he saw the spider.
2. The spider was able to reach its web on its first attempt.
3. The King cried "Bravo, bravo!" because he felt sorry for the spider.
4. The spider inspired King Bruce to try again and not fail this time.
5. The poem suggests that perseverance is important for success.

Ans :

1. True – The King pondered, "I'll give it all up," just before the spider dropped.
2. False – The poem clearly states that the spider made "Nine brave attempts" and fell multiple times before succeeding.
3. False – The King cried "Bravo, bravo!" and said, "All honour to those who try; The spider up there, defied despair; He conquered, and why shouldn't I?" showing he was inspired, not feeling sorry.
4. True – Inspired by the spider, Bruce "braced his mind" and "tried once more as he tried before, And that time did not fail."
5. True – The entire poem, through the spider's repeated efforts and the King's eventual success, emphasizes the message of "perseverance-keep trying till we succeed."

Assertion and Reason Questions

1. Assertion (A): King Bruce felt like giving up on his great deed.
Reason (R): He had tried many times but still couldn't succeed.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.
The King "flung himself down in low despair" after trying "again and again, but couldn't succeed"

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2. Assertion (A): The spider was "a little dizzy and faint" after a fall.
Reason (R): It had to tread a "delicate thread" that would tire its feet.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(B) Both A and R are true but R is not the correct explanation of A.
The spider did become "a little dizzy and faint" after falling. It also had "a delicate thread it had to tread" and a "road where its feet would tire". However, the difficulty of the thread explains 'why' it would struggle, not 'why' it specifically became dizzy and faint after a fall.

3. Assertion (A): The King cried "Bravo, bravo!" at the end.
Reason (R): He was inspired by the spider's victory over despair.

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9. How many attempts did the spider make to climb up?
(A) Five
(B) Seven
(C) Nine
(D) Ten
Ans : (C) Nine

10. What happened to the spider after each attempt to climb?
(A) It rested happily
(B) It fell down and got dizzy
(C) It gave up
(D) It called for help
Ans : (B) It fell down and got dizzy

11. What did the King think about the spider after many failed attempts?
(A) It was wise
(B) It was foolish and would give up
(C) It was lucky
(D) It was strong
Ans : (B) It was foolish and would give up

12. Did the spider stop trying after falling?
(A) Yes
(B) No
(C) For sometime
(D) Maybe
Ans : (B) No

13. How did the spider finally reach its home?
(A) By flying
(B) By climbing fast
(C) By climbing slowly without falling
(D) By help from the King
Ans : (C) By climbing slowly without falling

14. What did King Bruce shout when the spider succeeded?
(A) "Help!"
(B) "Bravo, bravo!"
(C) "Stop!"
(D) "No!"
Ans : (B) "Bravo, bravo!"

15. What lesson did King Bruce learn from the spider?
(A) To rest when tired
(B) To give up easily
(C) To keep trying and never give up
(D) To ask for help
Ans : (C) To keep trying and never give up

16. What does the spider symbolize in the poem?
(A) Failure
(B) Fear
(C) Persistence and determination
(D) Weakness
Ans : (C) Persistence and determination

17. How does the poem end?
(A) King Bruce gives up
(B) King Bruce tries again and succeeds
(C) The spider falls again
(D) King Bruce goes away
Ans : (B) King Bruce tries again and succeeds

18. Where was the spider trying to climb?
(A) The wall
(B) The ceiling dome
(C) The floor
(D) The tree
Ans : (B) The ceiling dome

19. What feeling did the spider show by trying repeatedly?
(A) Despair
(B) Courage and hope
(C) Fear
(D) Laziness
Ans : (B) Courage and hope

20. Why did King Bruce stop thinking and watch the spider?
(A) He was bored
(B) He was curious about what the spider would do
(C) He wanted to catch the spider
(D) He was afraid
Ans : (B) He was curious about what the spider would do

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Use the following sentence prompts as a guide for your narration. Use as per your topic.

1. Introduction:
   - I remember a time when I felt like giving up. It was when…
   - There was a moment in my life when I faced a big challenge. It happened when…
2. Describe the challenge:
   - The challenge I faced was…
   - I was struggling with…
   - The problem seemed too big because …
3. Feeling disheartened:
   - At first, I felt discouraged and thought about giving up because…
   - I didn't think I could succeed because …
   - I felt upset and wanted to leave because…
4. The source of motivation:
   - But then, I saw/heard/read about…
   - Someone/something inspired me to keep going. It was…
   - I remembered the poem… do not quit…
5. Taking action:
   - After feeling inspired, I decided to…
   - I gathered my strength and…
   - With a new sense of willpower, I…
   - I asked for help from…
6. The result:
   - In the end, I was able to…
   - Thanks to standing firm and never giving up, I achieved…
   - I felt proud because …
   - It was worth it because …
7. Reflection:
   - This experience taught me that…
   - I learned that perseverance is the key to success…
   - Now, I always remember to…
   - The lesson I learnt from this is…

Ans :

My First Art Competition

I remember a time when I felt like giving up. It was when I decided to enter my first big art competition at school. There was a moment in my life when I faced a big challenge. It happened when I saw how amazing some of the other students' paintings were.

The challenge I faced was painting a landscape with a lot of detail. I was struggling with mixing the colors just right, especially for the sky and the trees. The problem seemed too big because I felt my painting wasn't as good as everyone else's, and the deadline was coming very soon.

At first, I felt discouraged and thought about giving up because I thought my drawing looked messy. I didn't think I could succeed because I kept making mistakes, and it just didn't look how I wanted it to. I felt upset and wanted to put my paintbrush down and stop.

But then, I remembered a story my art teacher told us about a famous artist who kept painting, even when her first tries weren't perfect. Someone inspired me to keep going. It was her message: "Keep trying, and your art will tell its own story." I remembered the poem "Try Again" from our English class, which says, "If at first you don't succeed, try, try again".

After feeling inspired, I decided to focus on getting better, not just winning. I gathered my strength and started looking at real landscapes more carefully to understand the colors better. With a new sense of willpower, I decided to paint one small section at a time. I even asked my teacher for some tips on blending colors, and she helped me.

In the end, I was able to finish my painting, and it looked much better than I thought it would. Thanks to standing firm and never giving up, I actually got a special mention in the competition! I felt proud because I didn't quit, and my hard work truly showed. It was worth it because I learned so much more about painting.

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(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.

The King exclaimed, "'Bravo, bravo!' the King cried out, 'All honour to those who try; The spider up there, defied despair; He conquered, and why shouldn't I?'". This directly shows his inspiration from the spider's success.

4. Assertion (A): King Bruce felt sad and despaired because he had failed in his attempts to make his people glad.

Reason (R): The spider's repeated failures made the King believe he should also give up.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(C) A is true but R is false.

Assertion A is true; King Bruce was sad because he couldn't succeed in his great deed. Reason R is false; the spider's persistence 'inspired' the King, making him change his mind about giving up, rather than making him believe he should also give up.

5. Assertion (A): The King was surprised that the "foolish thing" (spider) kept trying to climb despite its struggles.

Reason (R): The spider's continuous effort eventually led the King to feel inspired and try again.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(B) Both A and R are true but R is not the correct explanation of A.

Assertion A is true; the King initially thought the spider would give up. Reason R is also true; the spider's persistence did inspire the King. However, R is not the 'correct explanation' for A. A describes the King's initial surprise at the spider's continued efforts, while R describes the positive outcome of those efforts on the King.

Very Short Answer Type Questions

1. What mood was King Bruce in at the beginning?

Ans :

King Bruce was in a lonely mood to think.

2. What was the King trying to do for his people?

Ans :

He was trying to do a great deed to make his people glad.

3. What did the King consider doing in despair?

Ans :

He considered giving it all up.

4. What dropped at that moment to the King?

Ans :

A spider dropped with its silken, filmy clue.

5. How many attempts did the spider make to reach its home?

Ans :

The spider made nine brave attempts.

6. How did the King react after counting the spider's attempts?

Ans :

The King cried "Sure," thinking it would strive no more.

7. How far was the spider from its cobweb door at one point?

Ans :

It was only a foot from its cobweb door.

8. What did the King cry out when the spider succeeded?

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Ans :
The King cried, "Bravo, bravo!".

9. What did King Bruce do after being inspired by the spider?

Ans :
He braced his mind and tried once more.

10. What did the gossips tell about King Bruce's final attempt?

Ans :
That time he did not fail.

Short Answer Type Questions

1. What was King Bruce's emotional state at the poem's beginning and what caused it?

Ans :
King Bruce was in a "lonely mood" with his "heart... beginning to sink". This was caused by his repeated failures to "do a great deed, To make his people glad".

2. What significant decision did King Bruce make while feeling despair, and how did he express it?

Ans :
King Bruce "flung himself down in low despair" and decided to give up all his efforts. He expressed this feeling by stating, "'I'll give it all up,' said he".

3. What unexpected event occurred at the moment King Bruce decided to give up, and how did it affect him?

Ans :
"Now just at that moment a spider dropped" with its "silken, filmy clue". This unexpected sight made the King "stopped To see what the spider would do" , diverting his thoughts.

4. Describe the challenging path the spider faced in trying to reach its cobweb home high above.

Ans :
The spider faced "a long way up to the ceiling dome" , hanging by "a rope so fine". It was "a delicate thread it had to tread, And a road where its feet would tire".

5. How many times did the spider attempt to climb, and what was the immediate result of its falls?

Ans :
The spider made "Nine brave attempts" to climb. Each time it "came with a slippery sprawl", falling "As near to the ground as ever" after getting higher.

6. What did King Bruce initially think about the spider's continuous effort after its numerous failures?

Ans :
The King initially thought, "'Sure,' cried the King, 'that foolish thing Will strive no more to climb'" because it "toils so hard to reach and cling, And tumbles every time".

7. Explain how the spider finally achieved its goal of reaching its cobweb home.

Ans :
The spider went "Steadily, steadily, inch by inch, Higher and higher" . It made "a bold little run at the very last pinch" which finally put it "into his native cot".

8. What powerful realization did King Bruce have upon witnessing the spider's ultimate success?

Ans :
The King cried, "'Bravo, bravo!... All honour to those who try'". He realized, "The spider up there, defied despair; He conquered, and why shouldn't I?", inspiring his own resolve.

9. How did King Bruce's attitude transform after being inspired by the spider's perseverance?

Ans :
Inspired by the spider's persistent efforts despite failures, King Bruce's despair transformed into renewed hope and courage. He resolved to persevere, realizing that determination could lead to victory, ultimately rallying his army to succeed.

10. What enduring message does the poem "Try Again" convey through the story of King Bruce and the spider?

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Ans :
The poem conveys the message of perseverance and resilience. It teaches that even after multiple failures, consistent effort, like the spider's, can lead to ultimate success, inspiring us to keep trying.

Long Answer Type Questions

1. How did King Bruce feel at the start, and why was he so sad?

Ans :
At the poem's beginning, King Bruce of Scotland was in a "lonely mood to think". His heart was "beginning to sink" because he had diligently "been trying to do a great deed, To make his people glad". However, despite his persistent efforts, he "had tried and tried, but couldn't succeed" , which ultimately made him "quite sad" and led to "low despair".

2. What does the spider do after it falls the first time?

Ans :
After falling the first time, the spider does not give up. It immediately tries again, clinging to the thin thread and crawling upward with strong effort. Despite slipping and falling back to the ground, it continues without complaining or resting for long. The poem highlights the spider's determination, as it keeps attempting to reach its web despite the setback.

3. What big lesson did King Bruce learn from the spider's struggle and success?

Ans :
Watching the spider's ultimate success completely transformed King Bruce's perspective. He learned that perseverance is key. He cried, "'Bravo, bravo!'... 'All honour to those who try'". He realized that if the spider "defied despair; He conquered" , then he too could conquer his challenges, asking, "why shouldn't I?".

4. How does the spider's persistence influence King Bruce's actions in the poem?

Ans :
The spider's persistence profoundly influences King Bruce. Initially, he is in despair, ready to abandon his efforts after repeated failures. However, watching the spider make nine unsuccessful attempts to climb its thread, only to succeed on the tenth try, inspires him. The spider's refusal to give up despite falling repeatedly shows King Bruce that perseverance can lead to success. Moved by this, he praises the spider, saying it "defied despair," and resolves to try again, leading to his eventual success. The spider's example shifts his mindset from hopelessness to determination.

5. Describe the spider's efforts to reach its web and the challenges it faces.

Ans :
The spider's efforts to reach its web are marked by determination and repeated failures. It begins by climbing a thin, silken thread toward its web near the ceiling, described as a long and tiring journey. The thread is delicate, making the climb difficult for its small feet. The spider falls multiple times, slipping back to the ground, feeling dizzy and faint after some attempts. Despite these setbacks, it persists, climbing up and down, sometimes fast and sometimes slow, making nine brave attempts before succeeding on the tenth try with a final bold effort, overcoming the fragile thread and its own exhaustion.

6. Explain the moral of the poem with reference to King Bruce's experience.

Ans :
The moral of the poem is that perseverance leads to success, even after multiple failures. King Bruce's experience illustrates this: he is initially disheartened by his unsuccessful attempts to achieve a great deed for his people and considers giving up. However, the spider's relentless efforts to reach its web, despite falling nine times, inspire it to try again. His final attempt succeeds, showing that failures are stepping stones to success if one remains determined. The poem teaches

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that staying strong and persistent, as King Bruce does, can turn despair into victory.

7. How does the poet create suspense in the poem while describing the spider's attempts?

Ans :
The poet creates suspense by detailing the spider's repeated failures and building anticipation about its success. In stanzas 5 and 6, the spider's falls are vividly described, with phrases like "slippery sprawl" and "dizzy and faint," highlighting the difficulty of its task. The counting of "nine brave attempts" in stanza 6 increases tension, as each failure brings the spider closer to giving up. In stanza 8, the poet heightens suspense with phrases like "'tis an anxious minute" and "Oh say, will he lose or win it?" as the spider is just a foot from its goal, keeping readers eager to know the outcome.

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8. Discuss how the poem uses the spider as a symbol to teach a lesson about resilience.

Ans :
The spider in the poem symbolises resilience, serving as a powerful example for King Bruce and readers. Its persistent efforts to climb a fragile thread, despite falling nine times, represent the ability to keep going in the face of setbacks. The spider's small size and delicate task contrast with its determination, showing that resilience is not about strength but about perseverance. By succeeding on its tenth attempt, the spider teaches King Bruce to defy despair and try again, inspiring his own success. The poem uses the spider to convey that resilience, like the spider's steady climbs, can lead to achieving one's goals, no matter how challenging the journey.

Competency Based Questions

1. King Bruce was in low despair after failing repeatedly to achieve a great deed. If you were his advisor, what one immediate action would you suggest to help him overcome his sadness and regain hope, before the spider appeared?

Ans :
If I were King Bruce's advisor, I would suggest he take a break from his immediate problem and engage in an activity he finds peaceful, like walking in nature or listening to music. This would give his mind a rest from the "low despair" of repeated failures. A refreshed mind is better equipped to find new solutions or to simply regain a positive outlook, preparing him to notice inspiration when it appears, like the spider's efforts.

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2. The spider made "nine brave attempts" to reach its web, falling each time but never giving up. Describe a time you faced a small challenge that made you want to give up. How would remembering the spider's actions in the poem help you "try again" in that situation?

Ans :
There was a time I struggled to learn a new trick on my bicycle, falling repeatedly. Remembering the spider's "nine brave attempts" would remind me that failure is part of the process, not the end. The spider's persistence despite tumbling would push me to not complain or feel faint after a fall. I would simply get back on the cycle, focus on small improvements, and keep practicing until I finally mastered the trick, just as the spider reached its "native cot".

3. King Bruce exclaims, "Bravo, bravo!" after the spider succeeds. Imagine you are the spider, having just reached your cobweb home. Write a short thought bubble (1-2 sentences) expressing your feeling of accomplishment and what that final successful climb meant to you.

Ans :
"Finally! After so many tumbles, I made it! That last little run was all it took. Now, to rest in my cozy cobweb home, knowing that every single effort was worth it."

4. The poem's main message is about perseverance and not giving up. How can this message be applied to students preparing for exams or competitions today, where success

might not come easily? Give one specific piece of advice based on the poem.

Ans :

The poem's message is highly relevant for students today. Just like the spider kept trying despite falling, students should not get disheartened by low scores or difficult topics. One specific piece of advice from the poem is to remember that consistent, small efforts ("inch by inch") lead to big achievements. Even if you "tumble every time" , keep reviewing and practicing, and eventually, you will "conquer" the challenge.

Extract Based Questions

1. Read the following extract and answer the questions that follow:

King Bruce of Scotland flung himself down
In a lonely mood to think;
'Tis true he was monarch, and wore a crown,
But his heart was beginning to sink.

(i) Despite being a monarch, how was King Bruce feeling?
  (a) Powerful and confident
  (b) Cheerful and celebrated
  (c) Lonely and sad
  (d) Angry and vengeful

(ii) Complete the sentence: King Bruce of Scotland flung himself down in a _____ mood to think.

(iii) State whether the following statement is true or false:
King Bruce felt happy and satisfied because he was a monarch who wore a crown.

(iv) According to the extract, what two things signified King Bruce's royal status?

Ans :

(i) (c) Lonely and sad

(ii) lonely

(iii) False (The extract explicitly states that but his heart was beginning to sink, indicating he was not happy)

(iv) The two things that signified his royal status were that he was a "monarch" and "wore a crown".

2. Read the following extract and answer the questions that follow:

For he had been trying to do a great deed,
To make his people glad;
He had tried and tried, but couldn't succeed
And so he became quite sad.

(i) Why did the King become quite sad?
  (a) Because his people were not helping him.
  (b) Because the deed was not great enough.
  (c) Because he could not succeed.
  (d) Because he was tired of being King.

(ii) Complete the sentence: The phrase "He had tried and tried" suggests that the King made _____ attempts.

(iii) State whether the following statement is true or false:
The King was trying to do a great deed for his own personal glory.

(iv) What was the ultimate goal of the King's great deed?

Ans :

(i) (c) Because he could not succeed.

(ii) multiple / many

(iii) False (The extract states he was doing it "To make hs people glad.")

(iv) The ultimate goal of the King's great deed was to make his people glad.

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3. Read the following extract and answer the questions that follow:

He flung himself down in low despair,
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.

(i) What did the King decide to do after pondering for a while?
  (a) To try one more time.
  (b) To rest for a day.
  (c) To give up entirely.
  (d) To find a new strategy.

(ii) The phrase used to describe the King's deep sadness is "low _____."

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(iii) The phrase refers to the arrival of spring, when nature comes back to life after the cold period of winter.

(iv) C. admiring.

2. The next day I should arise with the dawn and see the thrilling miracle by which night is transformed into day. I should behold with awe the magnificent panorama of light with which the sun awakens the sleeping earth. This day I should devote to a hasty glimpse of the world, past and present. I should want to see the pageant of man's progress, and so I should go to the museums.

(i) The word 'thrilling' has been used with 'miracle'.
Which of the following words does not match with the word "thrilling'?
A. experience B. tale
C. knowledge D. adventure

(ii) Why does the writer refer to the earth as 'sleeping earth'?

(iii) Complete the sentence with an appropriate reason.
The writer wishes to dedicate the day to a brief look at the present and past world because _____.

(iv) Why does the writer use 'should' multiple times in the extract?

Ans :

(i) C. Knowledge

(ii) The writer refers to the earth as "sleeping earth" to symbolise the state of rest and inactivity before dawn transforms it into life and activity.

(iii) The writer wishes to dedicate the day to a brief look at the present and past world because it gives her a chance to witness the progress of humanity and the history of the earth.

(iv) The writer uses "should" multiple times in the extract to express intent, possibility and a sense of ideal action.

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II. Answer the following questions.

1. The sense of touch makes up for the loss of sight and hearing. Explain this statement with reference to the text.

Ans :
The sense of touch compensates for the loss of sight and hearing by allowing the writer to experience textures, forms, and emotions through physical contact, fostering a deeper connection to the world.

2. Why does the author believe that the sense of sight is the most wonderful?

Ans :
The author believes sight is the most wonderful because it reveals the beauty, diversity, and vibrant colours of life that are otherwise inaccessible.

3. How might the author's opinion on making the most of our senses guide us to be kinder towards people with special abilities?

Ans :
The author's perspective encourages empathy and motivates people to value their senses, fostering a kinder attitude towards individuals with special abilities.

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4. What is the significance of imagining the loss of a sense, according to the author?

Ans :
Imagining the loss of a sense makes people appreciate their abilities more, urging them to savour their sensory experiences to the fullest.

5. How does the author encourage people to approach their everyday sensory experiences?

Ans :
The author inspires people to fully engage with their senses and cherish the everyday beauty and pleasure these senses provide.

6. What do the author's choices for the three days tell us about her values and priorities?

Ans :
The author's choices reveal her deep appreciation for relationships, natural

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(ii) Complete the sentence: The spider's fall is described as a "slippery _____."

(iii) State whether the following statement is true or false:
On its first attempt, the spider managed to climb halfway to its home.

(iv) What was the final outcome of the spider's first attempt to climb?

Ans :

(i) (c) determined effort.

(ii) sprawl

(iii) False (The extract states it ended up "As near to the ground as ever," meaning it made no progress.)

(iv) The final outcome was that the spider failed and fell back down, ending up as near to the ground as when it started.

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7. Read the following extract and answer the questions that follow:

Up, up it ran, not a second to stay,
To utter the least complaint;
Till it fell still lower, and there it lay,
A little dizzy and faint.

(i) What was the spider's attitude during this attempt?
(a) It was very hesitant.
(b) It did not complain.
(c) It was showing off.
(d) It was moving slowly.

(ii) After falling this time, the spider lay on the ground feeling dizzy and _____.

(iii) State whether the following statement is true or false:
The spider paused to complain before it tried to climb again.

(iv) How was the spider feeling physically after it fell this time?

Ans :

(i) (b) It did not complain.

(ii) faint

(iii) False (The extract says it ran up, "To utter the least complaint," meaning it did not complain at all.)

(iv) After it fell, the spider was feeling "a little dizzy and faint."

8. Read the following extract and answer the questions that follow:

Its head grew steady — again it went,
And travelled a half-yard higher;
'Twas a delicate thread it had to tread,
And a road where its feet would tire.

(i) What did the spider achieve in this attempt?
(a) It reached the ceiling dome.
(b) It fell back to the ground.
(c) It travelled a half-yard higher.
(d) It took a long rest.

(ii) Complete the sentence: The path the spider had to climb is described as a "delicate _____."

(iii) State whether the following statement is true or false:
The path the spider was climbing was an easy one where it would not get tired.

(iv) What sign showed that the spider had recovered from its previous fall?

Ans :

(i) (c) It travelled a half-yard higher.

(ii) thread

(iii) False (The extract describes it as "a road where its feet would tire.")

(iv) The sign that the spider had recovered was that "Its head grew steady."

9. Read the following extract and answer the questions that follow:

Again it fell and swung below,
But again it quickly mounted;
Till up and down, now fast, now slow,
Nine brave attempts were counted.

(i) How many attempts by the spider were counted in total?
(a) Five
(b) Seven
(c) Nine
(d) Eleven

(ii) The spider's repeated efforts were described as "_____ attempts."

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56. Facets : aspects; various sides or aspects of something.
57. Delightful : causing delight; charming.

4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Work in pairs. Recall a visit to a place that you liked. Discuss the details of that place and write about the following:
   1. Name of the place
   2. The person(s) you went with
   3. The things that you could:
      • see • listen • smell • taste • touch and feel

Ans :

1. Qutub Minar.
2. Family.
3. The things that I could:
   a. **See:** The towering Qutub Minar, intricate carvings, lush green gardens.
   b. **Listen:** Echoes of footsteps, birds chirping, tour guides speaking.
   c. **Smell:** .Fresh grass, the earthy scent of stone.
   d. **Taste:** Snacks from the local vendors (like roasted peanuts).
   e. **Touch and feel:** The cool surface of the monument's stones, the texture of the grass.

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II. How does this memory make you feel?

Ans :

It feels awe-inspiring and peaceful. I enjoyed learning about history while spending quality time with my family.

III. Do you think your visit/experience would be different if you could not see or hear? Share your answers with your classmates and the teacher.

Did you know that our five senses are essential for us to experience and make sense of the world around us?

Ans :

Yes, without sight, I might have relied more on touch and sound to experience the monument. Without hearing, I would have missed the fascinating stories shared by the guides.

Yes, I now understand that our five senses are must for all of us to enjoy living.

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Let us discuss

I. Work in pairs. Identify the statements that are true from the ones given below. Share your answers with the teacher.
   1. The author expresses a deep longing to experience the world through the sense of hearing.
   2. The author would like exploring the city only to observe how people are suffering.
   3. The author would spend the first day seeing the people whose kind-heartedness and friendship have enriched her life.
   4. The author acknowledges that even in three days, she would not be able to see everything.
   5. The author feels that everyone can find the greatest joy merely by the sense of touch.
   6. The author advises those who can see to appreciate every moment as if they might lose their senses tomorrow.
   7. On the third day, the author would like to observe people in their daily lives and understand their experiences.

Ans :

1. **False:** The author expresses a deep longing to experience the world through the sense of sight, not hearing.
2. **False:** The author explores the city to observe various aspects of people's lives, including smiles, determination, and suffering, not just suffering.

(i) What was the spider's final move to reach its home?
(a) A long jump
(b) A slow and steady crawl
(c) A bold little run
(d) A final swing

(ii) The spider's home is called his "native _____" in this extract.

(iii) State whether the following statement is true or false:
The spider made one single, quick dash to get all the way to its home.

(iv) Which words in the extract describe the slow and careful way the spider was climbing?

Ans :

(i) (c) A bold little run

(ii) cot

(iii) False (The extract states that it climbed "Steadily, steadily, inch by inch" before making a "bold little run" only at the very end.)

(iv) The words describing its slow and careful climb are "Steadily, steadily, inch by inch."

13. Read the following extract and answer the questions that follow:

"Bravo, bravo!" the King cried out,
"All honour to those who try;
The spider up there, defied despair;
He conquered, and why shouldn't I?"

(i) What was the King's reaction to the spider's success?
(a) He was silent.
(b) He cried out "Bravo!"
(c) He felt disappointed.
(d) He ignored it.

(ii) The King declared that there should be "All _____ to those who try."

(iii) State whether the following statement is true or false:
The King believed that the spider succeeded because it was lucky, not because it defied despair.

(iv) What question did the King ask himself after seeing the spider conquer its challenge?

Ans :

(i) (b) He cried out "Bravo!"

(ii) honour

(iii) False (The extract clearly states that the spider "defied despair" and "conquered," showing the King attributed the success to its persistence.)

(iv) He asked himself, "and why shouldn't I?"

14. Read the following extract and answer the questions that follow:

And Bruce of Scotland braced his mind,
And gossips tell the tale,
That he tried once more as he tried before,
And that time did not fail.

(i) What was the final result of King Bruce's attempt, according to the tale?
(a) He failed again.
(b) He gave up trying.
(c) He did not fail.
(d) The result is unknown.

(ii) The poem states that Bruce of Scotland _____ his mind before trying again.

(iii) State whether the following statement is true or false:
The story of King Bruce's final success is a well-known tale told by gossips.

(iv) What did King Bruce do after he was inspired by the spider?

Ans :

(i) (c) He did not fail.

(ii) braced

(iii) True (The extract says, "And gossips tell the tale" about his success.)

(iv) After being inspired, he "braced his mind" and "tried once more."

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(iii) State whether the following statement is true or false:
The spider always climbed at a slow and steady pace.

(iv) What did the spider do immediately after it fell each time?

Ans :

(i) (c) Nine

(ii) brave

(iii) False (The extract states its movements were "now fast, now slow.")

(iv) Immediately after it fell, it "quickly mounted," meaning it started to climb again right away.

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10. Read the following extract and answer the questions that follow:

"Sure," cried the King, "that foolish thing
Will strive no more to climb;
When it toils so hard to reach and cling,
And tumbles every time."

(i) What did the King believe the spider would do after so many failures?
(a) Succeed on the next try.
(b) Stop trying to climb.
(c) Find a different path.
(d) Rest for a long time.

(ii) The King refers to the spider as "that _____ thing" because he expects it to give up.

(iii) State whether the following statement is true or false:
The King admired the spider for its continuous hard work despite tumbling every time.

(iv) In the King's opinion, why was it foolish for the spider to keep trying?

Ans :

(i) (b) Stop trying to climb.

(ii) foolish

(iii) False (He calls it a "foolish thing" and predicts it "Will strive no more," which shows he sees its efforts as futile, not admirable at this point.)

(iv) In the King's opinion, it was foolish because the spider "toils so hard" (works so hard) only to "tumble every time."

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11. Read the following extract and answer the questions that follow:

But up the insect went once more,
Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door,
Oh say, will he lose or win it?

(i) How far was the spider from its "cobweb door"?
(a) Nine yards
(b) A long way
(c) Only a foot
(d) Half a yard

(ii) The speaker exclaims, "Ah me! 'tis an _____ minute," showing a feeling of suspense.

(iii) State whether the following statement is true or false:
The speaker was calm and certain that the spider would succeed.

(iv) What question does the speaker ask that shows the uncertainty of the situation?

Ans :

(i) (c) Only a foot

(ii) anxious

(iii) False (The extract says it was an "anxious minute" and the speaker questions if the spider will "lose or win," which shows uncertainty, not calmness.)

(iv) The speaker asks, "Oh say, will he lose or win it?"

12. Read the following extract and answer the questions that follow:

Steadily, steadily, inch by inch,
Higher and higher he got;
And a bold little run at the very last pinch
Put him into his native cot.

7. Awakening : coming into existence or awareness.
8. Occasionally : at infrequent or irregular intervals; now and then.
9. Fortunate : lucky.
10. Quiver : shiver; a slight trembling movement or sound.
11. Longing : a strong, yearning desire.
12. Pleasure : a feeling of happy satisfaction and enjoyment.
13. Revealed : made known to others.
14. Imagined : formed a mental image or concept of.
15. Companionship : the friendly company or society of others.
16. Worth living : enjoyable or meaningful.
17. Window of the soul : a metaphorical expression referring to the eye as a means of insight into a person's inner being or emotions.
18. Fingertips : the end part of a finger.
19. Outline : a line or set of lines indicating the shape of an object or figure.
20. Detect : discover or perceive the existence or presence of.
21. Obvious : easily perceived or understood; clear, self-evident, or apparent.
22. Emotions : strong feelings such as joy, sorrow, fear, or hate.
23. Arise : get up from bed.
24. Dawn : the first appearance of light in the sky before sunrise.
25. Thrilling : very exciting and enjoyable.
26. Miracle : an extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency.
27. Behold : see.
28. Awe : a feeling of reverential respect mixed with fear or wonder.
29. Magnificent : extremely impressive; splendid.
30. Panorama : scene; a wide, unbroken view of an entire surrounding area.
31. Awakens : rouses from sleep.
32. Devote : to give all or most of one's time or resources to (a person or activity).
33. Hasty : done or acting with excessive speed or urgency; hurried.
34. Glimpse : brief look.
35. Pageant : display; a spectacular procession or display.
36. Progress : forward or onward movement towards a destination.
37. Condensed : brief; made more dense or concentrated.
38. Carcasses : remains; dead bodies of animals.
39. Mastodons : a large, extinct elephant-like mammal.
40. Roamed : moved about or traveled aimlessly or unsystematically over (a wide area).
41. Stature : physique, build; a person's natural height in an upright position.
42. Conquer : overcome and take control of (a place or people) by military force.
43. Revelations : a surprising and previously unknown fact, especially one that is made known in a dramatic way.
44. Workaday : ordinary and usual; not special or exciting.
45. Haunts : regular meeting places; places frequently visited.
46. Amid : surrounded by; in the middle of.
47. Merely : just; no more than.
48. Compassionate : feeling or showing sympathy and concern for others.
49. Descended : moved or fell downwards.
50. Stricken : seriously affected by an undesirable condition or unpleasant feeling.
51. Strains : tunes.
52. Tactile sense : sense of touch.
53. Relish : great enjoyment.
54. Morsel : a small piece of food.
55. Glory in : to take great pride or pleasure in.

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CHAPTER 3

THREE DAYS TO SEE

1. INTRODUCTION

Imagine if you could only see for just three days. What would you choose to experience? This insightful chapter is written by Helen Keller, a remarkable woman who was deaf and blind from a young age. She beautifully describes how she experiences the world through her other senses, like touch and smell. Join her as she shares what she would most wish to see if granted sight for three days, reminding us to truly appreciate and make the most of all our senses every single day.

2. SUMMARY

This chapter is written by Helen Keller, a famous writer who was both blind and deaf. She explains how she experiences the world mostly through her sense of touch. She finds many interesting things by just feeling them, like the delicate shape of a leaf, the smooth bark of a silver birch tree, or the rough bark of a pine. In spring, she touches tree branches, hoping to find a bud, which is the first sign of nature waking up after winter. Sometimes, she even feels the happy vibration of a bird singing on a small tree.

Even though she gets so much joy from touching things, her heart often wishes to see all these things. She wonders how much more beautiful the world must be for those who can see. Helen then imagines what she would do if she could see for just three days.

She plans to divide this time into three parts. On the first day, she would want to see the faces of her friends and loved ones, whose kindness has made her life worth living. She says she doesn't know what it's like to "see into the heart of a friend through that 'window of the soul', the eye".

On the second day, she would wake up early to see the "thrilling miracle" of night turning into day, and then visit museums to learn about human progress and the Earth's history, seeing things like dinosaur skeletons.

On the third day, she would spend time observing people in a busy city, trying to understand their daily lives by looking at them. She would feel happy seeing smiles, proud seeing determination, and compassionate seeing suffering.

She knows that even three days wouldn't be enough to see everything she wants. Helen Keller then gives a very important message to those who can see: use your eyes as if you would become blind tomorrow. She advises everyone to appreciate all their senses – hearing, touching, smelling, and tasting – as if they might lose them soon. She believes that sight must be the most wonderful of all senses.

3. WORD MEANINGS

1. Mere : just; no more than.
2. Delicate : very fine in texture or structure; easily broken or damaged.
3. Symmetry : evenness; the quality of being made up of exactly similar parts facing each other or around an axis.
4. Birch : a slender tree with thin peeling bark.
5. Shaggy : hairy.
6. Hopefully : in a hopeful manner; with hope.

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3. **True:** The author explicitly mentions spending the first day seeing the people whose kindness and companionship have made her life worth living.
4. **True:** The author acknowledges that even in three days, she would not be able to see everything she wanted to.
5. **False:** While the author finds joy in touch, she believes sight must be the most delightful sense.
6. **True:** The author advises those who can see to appreciate every moment as if they might lose their senses tomorrow.
7. **True:** On the third day, the author observes people in their daily lives to understand their experiences.

II. Complete the table given below with what Helen Keller wanted to do on the three days if she had sight.

Day 1	Day 2	Day 3
see the people, know her friends from the feel of their faces, …	arise with the dawn, …	

Ans :

Day 1	Day 2	Day 3
See the people, know her friends from the feel of their faces, whose kindness and companionship have enriched her life.	Arise with the dawn; observe the transformation of night into day; visit museums to see Earth's history and man's progress.	Observe people in their daily lives; understand their experiences by sight; explore the workaday world.

III. The author says that you need eyes to be able to 'see' the true self of a person. Therefore, she refers to the eye as 'window of the soul'. How is the narrator able to understand the feelings of a person?

Ans :

The narrator, though unable to see, understands the feelings of a person through her sense of touch. By gently tracing the contours of a person's face, she can detect emotions like joy, sadness, or worry. This tactile connection allows her to interpret expressions and form meaningful insights about others. Her sensitivity and heightened awareness enable her to connect deeply, demonstrating that understanding goes beyond visual perception.

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Let us think and reflect

I. Read the extracts given below and answer the questions that follow.

1. I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. Occasionally, I am very fortunate; I place my hand gently on a small tree and feel the happy quiver of a bird in full song.

(i) What does the 'delicate symmetry of a leaf' symbolise?

(ii) List two phrases from the extract that describe the texture of objects in nature.

(iii) Complete the sentence appropriately.
The phrase 'awakening Nature after her winter's sleep' refers to _____.

(iv) What is the tone of the writer in this extract?

A. nostalgic B. proud
C. admiring D. celebratory

Ans :

(i) The delicate symmetry of a leaf symbolises harmony, balance and the intricate beauty of nature.

(ii) The textures of objects in nature are described as:
"The smooth skin of a silver birch."
"The rough, shaggy bark of a pine."

(iii) State whether the following statement is true or false:
The King was feeling cheerful and was in high spirits.

(iv) What did the King say that showed he had decided to quit?

Ans :

(i) (c) To give up entirely.

(ii) despair

(iii) False (The extract states he was in "low despair" and "as grieved as man could be.")

(iv) He said, "I'll give it all up."

4. Read the following extract and answer the questions that follow:

Now just at that moment a spider dropped,
With its silken, filmy clue;
And the King, in the midst of his thinking, stopped
To see what the spider would do.

(i) What was the King's immediate reaction to seeing the spider?
(a) He ignored it.
(b) He helped it climb back up.
(c) He stopped thinking and started watching it.
(d) He became scared of it.

(ii) The spider's thread is described as a "silken, filmy _____."

(iii) State whether the following statement is true or false:
The King continued to ponder his own problems without paying any attention to the spider.

(iv) What did the King want to find out about the spider?

Ans :

(i) (c) He stopped thinking and started watching it.

(ii) clue

(iii) False (The extract clearly states that "the King, in the midst of his thinking, stopped / To see what the spider would do.")

(iv) The King wanted to see what the spider would do next.

5. Read the following extract and answer the questions that follow:

'Twas a long way up to the ceiling dome,
And it hung by a rope so fine;
That how it would get to its cobweb home,
King Bruce could not divine.

(i) What was it that King Bruce could not figure out?
(a) Where the spider came from.
(b) Why the spider was climbing.
(c) How the spider would reach its home.
(d) What the spider's home was made of.

(ii) The spider had to travel a long way up to reach the ceiling _____.

(iii) State whether the following statement is true or false:
The spider was hanging by a thick, strong rope which made its journey seem easy.

(iv) According to the King's observation, what two things made the spider's journey difficult?

Ans :

(i) (c) How the spider would reach its home.

(ii) dome

(iii) False (The extract states that the rope was "so fine," meaning it was very thin and delicate.)

(iv) The two things that made the journey difficult were that it was a "long way up" and the rope it hung by was "so fine" (very thin).

6. Read the following extract and answer the questions that follow:

It soon began to cling and crawl
Straight up with strong endeavour;
But down it came with a slippery sprawl,
As near to the ground as ever.

(i) The spider attempted to climb with "strong endeavour," which means it tried with...
(a) great speed.
(b) little hope.
(c) determined effort.
(d) some help.

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wonders, human achievements, and the everyday life of people, reflecting her values of gratitude and curiosity.

Let us learn

I. **Sensory words** are descriptive—they describe how we experience the world: how we see, hear, smell, taste or feel something.
Complete the following table with sensory words from the text in Column 2 for the five senses in Column 1. Add new words in Column 3.

Column 1	Column 2	Column 3
What you see	panorama	
What you hear	music	
What you smell	perfume	
What you taste	relish	
What you feel	rough	

Ans :

Column 1	Column 2	Column 3
What you see	panorama	vibrant, radiant
What you hear	music	harmonic, echoing
What you smell	perfume	fragrant, zesty
What you taste	relish	sweet, tangy
What you feel	rough	silky, prickly

II. Read the following sentences from the text and underline the verbs.

- I should divide the period into three parts.
- On the first day, I should want to see…
- The next day I should arise with the dawn…
- I should behold with awe…

The words you have underlined are a combination of two verbs. In each of these sentences, 'should' is the modal verb (suggestion), and the second verb (divide, want, arise, behold) is the main verb.

Modal verbs are auxiliary verbs that express necessity, possibility, permission, or ability. They are used before the main verb to give additional information about the function of the main verb. Common modal verbs include can, could, may, might, shall, should, will, would, must, and ought to.

Ans :

- I **should divide** the period into three parts.
- On the first day, I **should want** to see…
- The next day I **should arise** with the dawn…
- I **should behold** with awe…

The underlined verbs are a combination of two verbs. In all the above sentences 'should' is the modal verb (suggestion), and the second verb (divide, want, arrive and behold) is the second verb.

Rule : Modal verbs are helping (auxiliary) verbs that express the mood, possibility, necessity, ability, permission or obligation of the main verb. They are used with the base form of the main verb (without 'to').

Some common modal verbs are: can (ability/permission), could (polite request), may (permission/possibility), might (possibility), shall (suggestion/future), should (advice/obligation), will (future/promise), must (necessity/strong obligation).

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III. Identify the modal verbs in the following sentences. Choose the functions they express from those given in the box below.

possibility necessity polite request ability moral obligation

1. You can learn a lot from this experience.
2. They might arrive late due to traffic.
3. She must finish her homework before dinner.
4. They ought to apologise for their mistake.
5. He would like to have some lassi, please.

(B) Companions
(C) animals
(D) none of these

Ans : (B) Companions

5. At what time would she wake up?
(A) 12 noon
(B) she wouldn't sleep
(C) Dawn
(D) not mentioned

Ans : (C) Dawn

6. Which place would she visit?
(A) her school
(B) a hospital
(C) a museum
(D) none of these

Ans : (C) a museum

7. Helen talks of her –
(A) father
(B) mother
(C) teacher
(D) none of these

Ans : (D) none of these

8. What advice does Helen give?
(A) take care of senses
(B) presume senses will be lost the next day
(C) do not use senses
(D) none of these

Ans : (B) presume senses will be lost the next day

9. Which sense is the most delightful according to her?
(A) sight
(B) hear
(C) smell
(D) touch

Ans : (A) sight

10. Which animals' carcasses would she see?
(A) whale
(B) man
(C) dinosaur
(D) all of these

Ans : (C) dinosaur

11. How does she recognize people?
(A) by hearing their footsteps
(B) by touching their face
(C) by smelling their odour
(D) none of these

Ans : (B) by touching their face

12. What would she feel once the three days are over?
(A) delighted
(B) sad at what all she couldn't see
(C) realize that a lot was left unseen
(D) sorry for being blind

Ans : (C) realize that a lot was left unseen

13. Where would she stand and look at people?
(A) in a train
(B) on the railway platform
(C) on a busy corner
(D) in an office

Ans : (C) on a busy corner

14. What does she feel when she sees determined faces?
(A) sad
(B) proud
(C) happy
(D) jealous

Ans : (B) proud

15. What does she feel when she sees suffering?
(A) sad
(B) compassion
(C) proud
(D) remorse

Ans : (B) compassion

16. What does 'At midnight, permanent night would close in on me again' mean?
(A) She would be in a place that doesn't get sunlight
(B) She would be blind again
(C) She would be closed in a dark cell

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	Statements	True or False
1.	Anuj finds the concept of Braille fascinating and wants to learn more about it.	_____
2.	Mother is unsure of the school's efforts to include students with visual impairment.	_____
3.	Anuj initially thinks that Digital India is only about learning how to use computers.	_____
4.	Mother believes that screen readers are very effective for persons who are visually impaired.	_____
5.	Anuj already knew that persons who are visually impaired can use computers and smartphones.	_____
6.	Anuj wants to know about the effectiveness of assistive technologies for persons who are visually impaired.	_____
7.	Mother believes a right mindset is the best support for persons who are visually impaired.	_____

Ans :

1. True – Reason: Because Anuj wants to know what is screen reader in computers and how they help blind people.
2. False – Reason: Because mother is sure that the school has facilities to address the needs of the visually impaired.
3. True – Reason: Because he said that Digital India is about being computer literate.
4. True – Reason: Because mother explains Anuj what are assistive technologies.
5. False – Reason: Because Anuj was unaware that visually impaired can use computers. His mother told him about that.
6. False – Reason: Because her mother tells him what are assistive technologies when Anuj wanted to know about Digital India.
7. True – Reason: Because the mother believes that computers can improve the quality of life of visually impaired.

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Let us speak

Work in pairs. Take turns to speak for a minute on any one of the senses you value the most. Use the given prompts to frame your response before you speak.

- I value my sense of sight/ sound/ touch/ smell / taste the most because...
- One of my favourite experiences is...
- This is so because...
- I appreciate being able to see/ hear/ touch/ smell/ taste...
- God forbid, if I were to lose the sense of sight/ sound/ touch/ smell /
- taste, it would make me feel...
- I would not be able to...
- I thank God that I am able to see/ hear/ touch/ smell / taste.

Remember to

- speak clearly and confidently
- glance at your notes for reference rather than reading
- make eye contact
- use gestures if you wish to
- pronounce words clearly and avoid mumbling
- speak at a steady, moderate pace

Ans :

My Appreciation for Sight

Above all my senses, I most deeply value sight, as it enables me to perceive the world's inherent beauty. It allows me to witness the spectrum of colors in flowers, the captivating sparkle of sunlight on water, and the heartfelt smiles of those I care for. One of my most

Ans :

The functions they express are:

1. can – Ability
2. might – Possibility
3. must – Necessity
4. ought – Moral obligation
5. would – Polite request

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IV. Read the situations in Column 1 and functions in Column 2. Fill in the blanks in the sentences in Column 4 with appropriate modal verbs from Column 3. After filling in the blanks, explain the function of each modal verb you used to your classmates and the teacher.

Column 1	Column 2	Column 3	Column 4
1. You want to leave work early.	permission	can, could, may, might, must, ought to, shall, should, will, would	(i) _____ I leave early today if I finish all my tasks?
2. You have an important deadline tomorrow	obligation		(ii) I _____ finish this report by tomorrow.
3. Your friend is thinking whether to join Art class.	advice		(iii) You _____ consider all the pros and cons before making a decision.
4. There are dark clouds in the sky	possibility		(iv) It _____ rain later today
5. Asking someone to pass the salt at the dinner table	polite request		(v) _____ you pass the salt, please?
6. Advising someone to apologise for a mistake	moral obligation		(vi) You _____ apologise for the mistake you made.
7. Deciding where to go for picnic	suggestion		(vii) We _____ go to any park nearby for picnic.

Ans :

Column 1	Column 2	Column 3	Column 4
1. You want to leave work early.	permission	can, could, may, might, must, ought to, shall, should, will, would	(i) **May** I leave early today if I finish all my tasks?
2. You have an important deadline tomorrow	obligation		(ii) I **must** finish this report by tomorrow.
3. Your friend is thinking whether to join Art class.	advice		(iii) You **should** consider all the pros and cons before making a decision.
4. There are dark clouds in the sky	possibility		(iv) It **may** rain later today
5. Asking someone to pass the salt at the dinner table	polite request		(v) **Would** you pass the salt, please?
6. Advising someone to apologise for a mistake	moral obligation		(vi) You **ought to** apologise for the mistake you made.
7. Deciding where to go for picnic	suggestion		(vii) We **can** go to any park nearby for picnic.

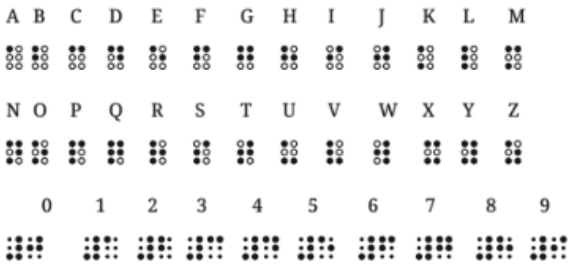
Explanation:

1. May: It is used to show permission.
2. Must: It is used to show obligation.
3. Should: It is used to show advice or recommendation.
4. May: It is also used to show a higher degree of possibility.
5. Would: It is used to do polite requests.
6. Ought to: It is used to show strong advice.
7. Can: It is used to show ability.

Let us listen

You will listen to a conversation between a mother and son. As you listen, select four true statements from 1–7 given below. (Transcript for the teacher on pg. 41)

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Ans :
Visually challenged persons are able to read and write using Braille. Braille is a special tactile code made up of raised dots that represent letters of the alphabet and numbers. They read by moving their fingertips over these dots. This remarkable system was developed by Louis Braille, who himself became blind at a young age.

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II. Have you heard about the International Day of Persons with Disabilities? Find out when and how it is observed in India. Write your findings on a sheet and put it up on the class board.

Ans :
The International Day of Persons with Disabilities (IDPD) is celebrated annually on December 3rd. It's a day dedicated to raising awareness and championing the rights and full inclusion of people with disabilities worldwide. In India, this is supported by initiatives like the Accessible India Campaign, which aims to make public spaces and systems more accessible, and the Deendayal Divyangjan Rehabilitation Scheme, which focuses on rehabilitation and creating opportunities. The day ultimately highlights the importance of fostering an inclusive society and acknowledging the valuable contributions of persons with disabilities.

III. Do you want to know about sign language? Go to the link given below to learn about the Indian sign language.
https://ncert.nic.in/pdf/accessibility/ISL_200word_v15.pdf



Ans :
Do it yourself.

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. Who is the author of the story?
(A) Hayden keller
(B) Hellen keller
(C) Howdie Keller
(D) Hanna Keller
Ans : (B) Hellen keller

2. Helen is deprived of the sense of _____
(A) smell
(B) touch
(C) feel
(D) vision
Ans : (D) vision

3. For how many days does she wish to see?
(A) 1
(B) 2
(C) 3
(D) 4
Ans : (C) 3

4. Whose faces does she want to see?
(A) movis stars

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Ans :
On her second day, the author would "arise with the dawn and see the thrilling miracle by which night is transformed into day". She would behold the magnificent panorama of light.

6. Why would the author choose to visit museums on her second day with sight?

Ans :
The author would go to museums to see "the pageant of man's progress". Her eyes would see "the condensed history of the earth".

7. How would the author spend her third day, and what would be her primary focus?

Ans :
On the third day, the author would "spend in the workaday world, amid the haunts of men going about the business of life". Her destination would be the city.

8. What emotions would the author experience while observing people in the city with sight?

Ans :
While observing people in the city, the author would feel happy seeing smiles, proud seeing determination, and compassionate seeing suffering.

9. What is the main advice the author gives to those who can see, regarding their senses?

Ans :
The author advises, "use your eyes as if tomorrow you would be stricken blind". This method should also apply to other senses, like hearing, touch, smell, and taste.

10. Which sense does the author consider the most delightful, and why?

Ans :
The author, Helen Keller, considers sight the most delightful sense. She believes it reveals the world's beauty and colors, allows appreciation of expressions, connects with nature, and offers a rich understanding of the environment.

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Long Answer Type Questions

1. What does Helen want to see on the first day of sight?

Ans :
On the first day, Helen wants to see the people who have made her life special through kindness and friendship. She wishes to look into their eyes, which she calls the "window of the soul," to understand their true feelings. Since she knows her friends by touching their faces, seeing them would deepen her appreciation of their importance in her life.

2. Describe what Helen plans to do on the second day and what she hopes to learn.

Ans :
On the second day, Helen plans to wake up early to watch the sunrise, marvelling at the beautiful transition from night to day as the sun brightens the earth. She also intends to visit museums to explore the world's past and present, viewing models of ancient animals like dinosaurs and learning about human progress over time. She hopes to gain a deeper understanding of nature's beauty and the history of life, appreciating how the world has evolved and how human knowledge has grown.

3. Explain how Helen's third day reflects her interest in ordinary people.

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Ans :
On the third day, Helen plans to go to a busy city and stand at a street corner to observe people's daily lives. She wants to look at their faces to see if they are smiling, serious, or sad, feeling happy for those who smile, proud of those working hard, and kind toward those struggling. This reflects her interest in ordinary people because she seeks to connect with their emotions and experiences, valuing the everyday moments that define human life. Her focus on their expressions shows her empathy and desire to understand their joys and challenges.

(D) She would die

Ans : (B) She would be blind again

17. "Naturally in those three short days ...." Why are the days 'short'?

(A) she cannot see everything in three days

(B) it is winter and daytime is a few hours

(C) she wants to travel far and three days is less

(D) none of these

Ans : (A) she cannot see everything in three days

18. What is tactile sense?

(A) sense of motion

(B) sense of love

(C) sense of touch

(D) sense of height

Ans : (C) sense of touch

19. Which of the following does NOT correspond to sense of eyes?

(A) see

(B) vision

(C) sight

(D) feel

Ans : (D) feel

20. Which organ is required for the sense of taste?

(A) eyes

(B) nose

(C) tongue

(D) lips

Ans : (C) tongue

Fill in the Blanks

1. The author, who cannot see, finds hundreds of things to interest her through mere _____.
2. The author wishes to feel the happy quiver of a _____ in full song by placing her hand gently on a small tree.
3. On the first day, if she had sight, the author would want to see the people whose kindness and _____ have made her life worth living.
4. On the second day, the author would want to see the pageant of man's progress by going to the _____.
5. The author advises those who can see to use their eyes as if tomorrow they would be stricken _____.

Ans :

1. touch, 2. bird, 3. companionship, 4. museums, 5. blind.

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State Whether True or False

1. The author experiences the delicate symmetry of a leaf through listening.
2. The author refers to the eye as the "window of the soul".
3. On the second day, the author plans to spend her time observing people in their daily lives in the city.
4. The author believes that even with three days of sight, she would be able to see everything she wanted.
5. The author advises using all senses to the fullest, appreciating pleasure and beauty.

Ans :

1. False – The author states, "I feel the delicate symmetry of a leaf" through "mere touch".
2. True – The author says, "I do not know what it is to see into the heart of a friend through that 'window of the soul', the eye."
3. False – On the 'third' day, the author plans to "spend in the workaday world, amid the haunts of men going about the business of life" in the city. On the second day, she would visit museums.
4. False – The author states, "Naturally in those three short days I should not have seen all I wanted to see."
5. True – The author encourages to "Make the most of every sense; glory in all the facets of pleasure and beauty".

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cherished experiences is observing the sunrise from atop a hill, a spectacle where the sky becomes an ethereal masterpiece of orange, pink, and gold, leaving me feeling both serene and inspired. The capacity to see the faces of my family and friends, and to glean their emotions through their expressions, is something I truly appreciate. The notion of losing my sight is terrifying and would make me feel greatly constrained, as I would no longer be able to engage with books, admire paintings, or immerse myself in nature's splendor. My navigation of the world would become more challenging, demanding a greater reliance on my other senses. I am grateful for the ability to see the myriad wonderful things life provides and endeavor to cherish each moment I can perceive them.

Let us write

A descriptive paragraph describes a person, place, object or event to create a memorable experience for the reader. Write a descriptive paragraph describing a place that you visited recently.

Follow the guidelines given below to draft this paragraph.

1. In the opening line, begin with something interesting to capture the reader's attention. Introduce the place you visited.
2. In the supporting lines, describe the place using adjectives and specific details that appealed to your five senses—sight, sound, smell, taste, and touch. You may include alliterations, similes, and personifications to hold the reader's attention.
3. In the concluding lines, summarise the description to provide a final impression. Mention what was the most important thing about that place which others should also experience.

Ans :

My recent vacation took me to a stunning hill station, a place where towering pine trees swayed gently, as if whispering secrets to the breeze. The air, crisp and clean, carried the delightful scent of pine and wildflowers, instantly bringing a sense of peace and contentment. The soothing melody of a nearby stream blended with the cheerful chirping of birds from the treetops. I felt the comforting warmth of the sun on my skin, a pleasant contrast to the cool stone path beneath my feet. A charming little cafe offered an unforgettable treat: buttery croissants so exquisitely soft they practically melted in my mouth. As dusk approached, I found myself on a hilltop, mesmerized by the sunset painting the sky in vibrant shades of red, orange, and pink. It was a truly tranquil and enchanting moment, leaving me completely relaxed.

The most appealing aspect of this hill station is its profound quietness and tranquility. It's an ideal escape for anyone seeking a deep connection with nature, far removed from the clamor of urban life.

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Let us Explore

I. Do you know how persons with visual challenges are able to read and write? They read through touch with the help of Braille, a code of raised dots that represents the letters of the alphabet. This tactile code was developed over a period of nine years by Louis Braille, who became blind at a very young age due to an accident.

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Louis Braille (Courtesy FMT)

Study the code given below and write your name using it. You may use bindis or grains of daal to make the dots that you can touch and feel.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The author explicitly advises to use senses as if they might be lost, and the purpose of this advice is to encourage a deeper appreciation for the "facets of pleasure and beauty" the world offers through these senses.

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Very Short Answer Type Questions

1. What is the author unable to do?

Ans :
The author cannot see.

2. How does the author find things interesting without sight?

Ans :
She finds things through mere touch.

3. What is the "window of the soul" according to the author?

Ans :
The eye is the "window of the soul".

4. How does the author "see" the outline of a face?

Ans :
She "sees" through her fingertips.

5. What thrilling miracle would the author see on her second day?

Ans :
The miracle of night transforming into day.

6. Where would the author go to see the pageant of man's progress?

Ans :
She would go to the museums.

7. What is the author's destination on the third day?

Ans :
The city is her destination.

8. What emotion does the author feel when she sees suffering?

Ans :
She feels compassionate.

9. What advice does the author give to those who can see?

Ans :
Use your eyes as if tomorrow you would be stricken blind.

10. Which sense does the author believe must be the most delightful?

Ans :
Sight must be the most delightful.

Short Answer Type Questions

1. How does the author, despite being unable to see, experience and appreciate the world around her?

Ans :
The author, who cannot see, finds hundreds of things to interest her "through mere touch". She experiences the delicate symmetry of a leaf and the rough bark of a pine.

2. What does the author imply about the sense of sight compared to touch, regarding beauty?

Ans :
The author implies that if she gets "so much pleasure from mere touch, how much more beauty must be revealed by sight". She believes sight offers a deeper revelation of beauty.

3. How would the author spend her first day if she were given sight for just three days?

Ans :
On the first day, the author would want to see "the people whose kindness and companionship have made my life worth living".

4. How does the author currently recognize or "see" her friends without using her eyes?

Ans :
The author can only "see" the outline of a face through her fingertips. She can detect laughter, sorrow, and other obvious emotions, knowing her friends from the feel of their faces.

5. What natural phenomenon would the author be eager to witness on her second day with sight?

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Assertion and Reason Questions

1. Assertion (A): The author describes her potential first day with sight focusing on people.
Reason (R): She believes eyes are the "window of the soul" to truly know friends.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The author plans to see people on day one, as she believes eyes are the "window of the soul" to understand friends.

2. Assertion (A): The author expresses excitement about seeing the city on her third day.
Reason (R): She hopes to experience the sounds and smells of urban life.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(C) A is true but R is false.
The author expresses excitement about seeing the city on her third day to observe people and understand their daily lives. The reason provided mentions sounds and smells, which are covered by other senses but not the primary focus of her third day plans mentioned in the text for sight.

3. Assertion (A): The author feels that even with three days of sight, she wouldn't see everything.
Reason (R): Her limited time would prevent her from fully appreciating all the world's beauty.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The author states, "Naturally in those three short days I should not have seen all I wanted to see". This implies that the vastness of what there is to see, combined with the limited time, means she wouldn't be able to experience it all.

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4. Assertion (A): The author expresses a deep longing to see all the things she can only experience through touch.
Reason (R): She believes that sight would reveal much more beauty than touch alone.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The author's longing to see is directly explained by her belief that sight would reveal a greater extent of beauty compared to what she experiences through touch.

5. Assertion (A): The author advises people to use their senses fully as if they might lose them tomorrow.
Reason (R): This advice helps people to appreciate the world's beauty and pleasures revealed through their senses.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

4. What does Helen observe in the city on the third day?

Ans :
On the third day, Helen observes people in a busy city, standing at a street corner to watch their faces. She looks for smiles, serious expressions, or signs of sadness. She feels happy seeing smiles, proud of hardworking people, and kind toward those struggling, aiming to understand and connect with the daily lives of ordinary people.

5. How does Helen Keller enjoy nature without sight?

Ans :
Helen Keller enjoys nature by touching things. She feels the shape of a leaf, the smooth bark of a tree, or the rough surface of a pine. In spring, she touches tree branches to find buds, sensing nature waking up. She also feels a bird quivering with song on a branch, which brings her joy. These tactile experiences allow her to connect with the natural world despite being blind.

6. What advice does Helen give to people who can see?

Ans :
Helen advises people who can see to use their eyes as if they might lose their sight tomorrow. She encourages them to look at the world with wonder, noticing its beauty. She also suggests fully using other senses—listening to music, touching things, smelling flowers, and tasting food—to find happiness and appreciate life's joys.

7. What is the moral of the essay, and how does Helen encourage readers to apply it?

Ans :
The moral of the essay is to appreciate and fully use our senses to find joy in the world, as they are precious and can be lost. Helen encourages readers to apply this by urging them to use their eyes as if they might lose their sight tomorrow, and to engage all senses—listening to music, touching things, smelling flowers, and tasting food—with the same urgency. She believes this approach brings happiness and fosters gratitude for life's small wonders, like a leaf or a smile, inspiring readers to live with wonder and awareness.

8. Discuss how Helen Keller's experiences as a blind person shape her perspective in the essay.

Ans :
Helen Keller's experiences as a blind person deeply shape her perspective in the essay. Unable to see or hear, she relies on touch to experience the world, finding joy in the shapes of leaves, tree bark, and buds, which heightens her appreciation for sensory details. Her longing for sight drives her to imagine three days of vision with intense focus, prioritising meaningful experiences like seeing loved ones, nature, history, and ordinary people. Her perspective emphasises gratitude for senses others may take for granted, and her reflections on losing sight again highlight her resilience and ability to find happiness despite her challenges, inspiring readers to value their own senses.

Competency Based Questions

1. Helen Keller felt the "delicate symmetry of a leaf" by touch. Imagine you are blind, touching a rose. What two specific details about the rose would you notice through touch, and how would these make you feel?

Ans :
If blind and touching a rose, I'd first notice the smooth, firm stem, then feel for sharp thorns. My fingertips would explore the petals' soft, layered texture, noting their delicate arrangement. This would fill me with wonder and appreciation for nature's intricate beauty, showing me that even without sight, a rose offers immense pleasure and detail through touch.

2. Helen wished to see "people whose kindness... made my life worth living" on day one. If you got sight for one day, what one person would you see, and why would this sight be so meaningful?

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(b) A museum
(c) The city
(d) A forest

(ii) When the author sees suffering on people's faces, she feels _____.

(iii) State whether the following statement is true or false:
The author feels unhappy when she sees smiles on people's faces.

(iv) What is the author trying to understand by standing at a busy corner and looking at people?

Ans :

(i) (c) The city

(ii) compassionate

(iii) False (The extract states, "I see smiles, and I am happy.")

(iv) By looking at people, she is trying to understand something of their daily lives.

5. Read the following extract and answer the questions that follow:

I who am blind can give one hint to those who can see: use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to your other senses. Hear the music of voice, the song of a bird, the mighty strains of an orchestra, as if you would be stricken deaf tomorrow. Touch each object as if tomorrow your tactile sense would fail. Smell the perfume of flowers, taste with relish each morsel, as if tomorrow you could never smell and taste again Make the most of every sense; glory in all the facets of pleasure and beauty, which the world reveals to you through the several means of contact, which Nature provides. But of all the senses, I am sure that sight must be the most delightful.

(i) What is the primary "hint" or piece of advice the author gives to people who can see?
(a) To read more books.
(b) To close their eyes more often to appreciate blindness.
(c) To see an eye doctor regularly.
(d) To use their eyes as if they might lose their sight tomorrow.

(ii) The author suggests listening to the song of a bird as if you would be stricken _____ tomorrow.

(iii) State whether the following statement is true or false:
The author's advice to appreciate the senses applies only to the sense of sight.

(iv) What is the author's overall message about how we should use all our senses?

Ans :

(i) (d) To use their eyes as if they might lose their sight tomorrow.

(ii) deaf

(iii) False (The author explicitly states, "And the same method can be applied to your other senses.")

(iv) The author's overall message is to "Make the most of every sense," appreciating the pleasure and beauty the world reveals as if you might lose that sense the next day.

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(iv) The narrator describes the "smooth skin of a silver birch" and the "rough, shaggy bark of a pine."

2. Read the following extract and answer the questions that follow:

If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight. And I have imagined what I should most like to see if I were given the use of my eyes, say, for just three days.

I should divide the period into three parts. On the first day, I should want to see the people whose kindness and companionship have made my life worth living.

(i) What is the author's main wish for the first of her three days with sight?
(a) To see the beauty of nature
(b) To visit museums
(c) To see the people important to her
(d) To watch the sunrise

(ii) The author wants to see the people whose kindness and _____ have made her life worth living.

(iii) State whether the following statement is true or false:
The author believes that the sense of touch reveals more beauty than the sense of sight.

(iv) For how long does the author imagine she would be given the use of her eyes?

Ans :

(i) (c) To see the people important to her

(ii) companionship

(iii) False (The author states, "If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight.")

(iv) The author imagines she would have the use of her eyes for just three days.

3. Read the following extract and answer the questions that follow:

The next day I should arise with the dawn and see the thrilling miracle by which night is transformed into day. I should behold with awe the magnificent panorama of light with which the sun awakens the sleeping earth. This day I should devote to a hasty glimpse of the world, past and present. I should want to see the pageant of man's progress, and so I should go to the museums.

(i) Where does the author plan to go to see the "pageant of man's progress"?
(a) To a busy street corner
(b) To a library
(c) To the museums
(d) To a historical monument

(ii) The author would behold the sunrise with _____, watching as the sun awakens the sleeping earth.

(iii) State whether the following statement is true or false:
On the second day, the author plans to take a slow and detailed look at the world.

(iv) What is the first "thrilling miracle" the author wants to witness on the second day?

Ans :

(i) (c) To the museums

(ii) awe

(iii) False (The extract states she would "devote to a hasty glimpse of the world," not a slow and detailed one.)

(iv) The first thrilling miracle she wants to witness is the dawn, where night is transformed into day.

4. Read the following extract and answer the questions that follow:

Today, this third day, I shall spend in the workaday world, amid the haunts of men going about the business of life. The city becomes my destination.

First, I stand at a busy corner, merely looking at people, trying by sight of them to understand something of their daily lives. I see smiles, and I am happy. I see serious determination, and I am proud. I see suffering, and I am compassionate.

(i) What is the author's primary destination on her third day of sight?
(a) The countryside

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Ans :
If granted sight for one day, I'd most want to see my mother. Her constant kindness and love are a felt presence, but I only know her face by touch. Seeing her smile and the expressions in her eyes would be deeply meaningful. It would allow me to fully appreciate the visual warmth and depth of her emotions that I've only experienced through my fingertips, enriching our bond.

3. On day two, Helen wanted to see "night transformed into day". Imagine you are a blind painter. How would you describe the colours of a sunrise using only words related to touch, sound, or smell?

Ans :
As a blind painter, I'd describe sunrise by the increasing warmth on my skin, replacing night's coolness. The earthy smell of dew-kissed ground would rise, mixed with awakening bird chirps. I'd imagine the light as a soft, expanding warmth, like a comforting blanket unfurling. This sensory experience would convey the quiet, hopeful spread of new colours, felt and heard, signaling daybreak's arrival.

4. Helen suggests using senses fully, as if losing them tomorrow. Think about your hearing. What one common sound would you miss most if deaf tomorrow? How would you try to appreciate it more today?

Ans :
I would miss the sound of my family's laughter during everyday conversations most. It's a common sound I often take for granted. To appreciate it more today, I would make an effort to truly listen during our talks, focusing on the unique tones and genuine joy in their laughter. I would consciously try to imprint those specific, happy sounds in my memory, acknowledging the warmth they bring to my daily life.

5. Helen believes sight is "most delightful". Based on her "three days to see" plan, what two different reasons would she give to support this?

Ans :
Helen would find sight most delightful because, firstly, it allows one to truly perceive the "window of the soul," the eyes, gaining deeper insight into friends' emotions beyond mere touch. Secondly, sight reveals the "magnificent panorama of light" in nature and "the pageant of man's progress" in museums, offering vast beauty and historical understanding that cannot be fully experienced through her other senses alone.

Extract Based Questions

1. Read the following extract and answer the questions that follow:

I, who cannot see, find hundreds of things to interest me through mere touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. Occasionally, I am very fortunate; I place my hand gently on a small tree and feel the happy quiver of a bird in full song.

(i) The narrator finds hundreds of interesting things primarily through which sense?
   (a) Smell
   (b) Hearing
   (c) Taste
   (d) Touch

(ii) The narrator passes her hands lovingly over the smooth skin of a silver _____.

(iii) State whether the following statement is true or false:
The narrator describes the bark of a pine tree as being smooth.

(iv) What two contrasting textures of tree bark does the narrator describe feeling?

Ans :
(i) (d) Touch
(ii) birch
(iii) False (The narrator describes the pine's bark as "rough, shaggy")

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CHAPTER 4

ANIMALS, BIRDS, AND DR. DOLITTLE

1. INTRODUCTION

Step into the whimsical world of Doctor John Dolittle, a kind physician who loves animals more than people. This chapter introduces us to his unique journey as he learns the incredible secret: animals can talk! With the help of his clever parrot, Polynesia, Dr. Dolittle soon understands every creature, from a tiny mouse to a majestic horse. Discover how this amazing ability changes his life and makes him the most famous animal doctor in the world, treating all kinds of animal ailments.

2. SUMMARY

Doctor Dolittle was talking with the Cat's-food-Man in his kitchen. The Cat's-food-Man had a stomach-ache and suggested that the Doctor should become an animal doctor instead of a people's doctor. He believed Dr. Dolittle knew much more about animals than the regular vets. Polynesia, the parrot, who was listening from the window, strongly agreed with this idea. She told the Doctor to give up the "silly people" and take care of animals instead.

Dr. Dolittle thought there were already many animal doctors. But Polynesia quickly said that none of them were very good. Then, she told him a big secret: animals can talk! Polynesia explained that parrots can speak in two languages – people's language and bird language. She proved it by saying a phrase in bird language, "Ka-ka oi-ee, fee-fee?", which meant "Is the porridge hot yet?". The Doctor was very surprised and excited. He quickly got a book and pencil to write down the "Birds' A.B.C.".

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Polynesia spent the whole afternoon, while it was raining, teaching him bird words. Later, when Jip, the dog, came in, Polynesia taught the Doctor that animals don't always use their mouths to speak. They talk with their ears, feet, and tails. For example, Jip was asking if the rain had stopped by twitching his nose, because dogs often use their noses for questions.

After some time, with Polynesia's help, Dr. Dolittle learned animal language so well that he could talk to them and understand everything they said. Because of this special ability, he stopped being a doctor for people and became an animal doctor.

3. WORD MEANINGS

1. Scholar : a learned person.
2. Cracker : a thin, dry biscuit usually eaten with cheese.
3. Racket : a loud and disturbing noise.
4. Sopping : soaking.
5. Scowling : having an angry or frowning expression.
6. Grimly : in a very serious, gloomy, or stern manner.
7. Rigged up : assembled something temporarily.
8. Vanished : disappeared suddenly and completely.
9. Reappeared : appeared again.
10. Hoo-ha : a fuss or commotion.
11. Tinkering : experimenting or fiddling.
12. Dynamos : electric generator.

(iii) they don't try to understand the animal's actual pain as they are unaware of their language. They give different medicines, few times, which do not cure the animals.

(iv) Yes, I agree 'it takes a much cleverer man to be a really good animal doctor than it does to be a good people's doctor'. Only an intelligent and caring person like Dr. Dolittle can understand their language. Moreover, he had lots of love and attachment towards animals.

II. Answer the following questions.

1. How can we say that Polynesia was a good trainer of animal language?

Ans :

We can say that Polynesia was a good trainer because she patiently explained the different languages of animals to the doctor, one by one. For instance, she told him that parrots have two languages. That afternoon, while it was raining outside, she sat at the kitchen table and taught him the A, B, C of the birds' language.

2. Explain how Doctor Dolittle gave equal and individual attention to each animal who came to him for treatment.

Ans :

Doctor Dolittle was a caring and understanding doctor. He listened to the animals who came to him for treatment. When they told him their exact problem and the location of their pain, he listened patiently. He gave proper time to each animal and treated them according to their ailment. Everyone was cured and left happily.

3. How does Doctor Dolittle's readiness to follow the parrot's advice highlight the importance of listening to different viewpoints?

Ans :

After the cat-food-man left advising Dr. Dolittle to become an animal doctor, his pet parrot, Polynesia, advised him the same. She told him that those humans who did not give him much regard, would soon realise that he was the best animal doctor. The parrot also cleared his doubt that the other animal doctors were not as good. He listened to the parrot when she taught him animal languages, which helped him become a famous animal doctor. This shows sometimes listening to different view points is beneficial.

4. Which qualities of Doctor Dolittle made him famous among the animals? Explain with evidence from the text.

Ans :

Doctor Dolittle became famous among the animals because he was a caring, understanding and was able to understand their language. He listened carefully to the animals about their exact problems and the location of their pain. He gave proper time to each animal and treated them according to their ailments. When the plough horse told him he had a sight problem and needed green glasses to protect his eyes from the sun, the doctor gave him spectacles. Secondly he could talk with other animals in their language. So, with these type of qualities Doctor Dolittle became famous.

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5. What changes do you think would happen in the world if people suddenly gained the ability like Doctor Dolittle, to understand and communicate with animals?

Ans :

The world could become a better place for animals. They could be given exact treatment as per their problem. Time and life could be saved. Moreover, animals could perform more tasks given by humans.

Let us learn

I. Read the following words from the text.
Cat's-food-Man, bird language, flowerpots
Are all the words that are combined to form another word written the same way?

> **Compound words** are formed by combining two words of different parts of speech to create a new word that has an entirely new meaning. They are of three types-hyphenated (Cat's-food-Man), open compound words (bird language) and closed compound words (flowerpots).

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About having a pet... no, I don't have a pet or any domestic animal at home. My parents say that with our current schedule, we wouldn't be able to give a pet enough attention or time, and it's really important to take good care of them. So, for now, we don't have one.

But I know how much fun it is to have pets! My friends who have dogs usually take them for walks in the park, play fetch with them, or just cuddle on the sofa while watching TV. People with cats often play with laser pointers or toy mice, and they love it when their cats sit on their lap and purr. My cousin has a parrot, and he spends time teaching it to talk and feeding it.

I think pets are like a part of the family, and they can make you really happy. Even though I don't have one, I love visiting my friends' pets!"

II. You must have read stories where animals and birds talk. If you had a chance to communicate with an animal or a bird, who would you like to speak to and why? Share your thoughts with your classmates and the teacher.

Ans :

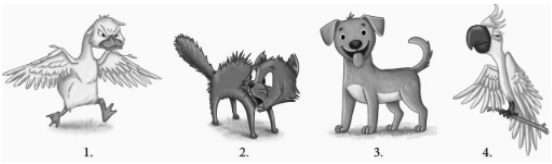
"Good morning, everyone! Classmates and respected teacher!

If I had the chance to talk to any animal or bird, I think I would 'love' to speak with an elephant.

I'd choose an elephant because they are so huge and powerful, but also seem very gentle and wise. They live for a really long time, like humans, so they must have seen so many things and have so many stories to tell about the jungle or wherever they live.

I'd ask them about what it feels like to be so big, what they think about humans, and what kind of adventures they've had with their herd. I'd also ask them if they remember things from a long, long time ago, since people say elephants never forget! It would be amazing to hear about their family life and how they communicate with each other in the wild. I think I could learn so much about nature and life just by talking to an elephant!"

III. If we closely observe the body language of animals and birds, we can understand what they want to tell us. Work in pairs and study the pictures given below. Find out what emotions these animals and birds are trying to convey. Share your observations with your classmates and the teacher.



Ans :

"Good morning, everyone! Let's talk about what these animals and birds are feeling based on their body language. This is a fun one!

1. The duck: Wow, that duck looks really angry or mad! Its wings are spread out wide, and its mouth is open like it's hissing or trying to scare something away. Maybe it's protecting its babies or its food.
2. The cat: This cat looks super scared or perhaps angry and defensive. Its back is all arched up, and its fur looks puffed up, which cats do when they're trying to look bigger to scare off danger. Its eyes are wide, and its mouth is open like it's hissing or growling. It definitely wants to be left alone!
3. The dog: This one is easy! The dog looks so happy and excited! Its tongue is out, its eyes look bright, and its whole body posture seems friendly and playful. It probably wants to play or is super happy to see someone.
4. The parrot/cockatoo: This bird looks very curious or maybe even a little confused or thoughtful. Its head is tilted, like it's listening very carefully or trying to figure something out. Its crest is slightly up, which often means they are alert and paying attention.

It's cool how much we can understand about animals just by looking at them!"

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13. Planks of wood : long, flat pieces of timber.
14. Inventions : new devices or processes.
15. Rush of thefts : a sudden increase in the number of thefts.
16. Got it into his head : decided or conceived (an idea), often foolishly.
17. Burglar alarm : a device that makes a loud noise when someone tries to break in.
18. Shelling : (here) a severe scolding or punishment.
19. Blueprint : a detailed plan or design.
20. Elaborate : detailed.
21. Clanging : a loud ringing sound like that of a metal being hit.
22. Loosened : made less tight.
23. Loftily : in a superior or arrogant way.
24. Doubts : feelings of uncertainty or lack of conviction.
25. Inventive moods : periods of being very creative and full of new ideas for inventions.
26. Smugly : proudly.
27. Stealthily : quietly or carefully so that one is not seen or heard.
28. Sceptical : doubtful.
29. Justified : having a good reason for something.
30. Thoroughly : completely.
31. Dare : have the courage to do something.
32. Peace and quiet : a state of calm and tranquility.
33. Wary eye : a watchful or cautious look.
34. Binges : (here) periods of excessive indulgence in an activity.
35. Dismantle : to take apart.
36. Enormous : very large.
37. Control switchboard : a panel with switches to control electrical circuits.
38. Savage : a fierce, violent, and uncontrolled person.
39. Comb his hair : to tidy one's hair with a comb.
40. Fortnight : a period of two weeks.
41. Frantic : hurried and disorganised.
42. Firmly : in a resolute or determined manner.
43. Glaring : staring in an angry or fierce way.
44. Crestfallen look : sad and disappointed appearance.
45. Reassured : said or did something to remove the doubts or fears of (someone).
46. Sternly : in a serious and strict manner.
47. Half-heartedly : without enthusiasm or energy.
48. Offended : felt upset or hurt.
49. Breathed a sigh of relief : felt relieved.
50. Countryside : rural area.
51. Common sight : something seen frequently.
52. Creatures : living beings.
53. Harvest mice : small mice often found in fields.
54. Badgers : nocturnal mammals.
55. Bats : flying mammals.
56. Crowded : filled to capacity.
57. Special doors : doors made specifically for certain types of animals.
58. Separate door : an individual door for each type of animal.
59. Tiny tunnel : a very small passage.
60. Cellar : a room below ground level often used for storage.
61. Patiently : in a way that shows tolerance of delay; without hurrying.

4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read

I. Do you have a pet or a domestic animal? If yes, why? If not, why not? How do people usually spend time with a pet or domestic animal? Share your thoughts with your classmates and the teacher.

Ans :

"Good morning, everyone! Classmates and respected teacher!

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7.	Doctor Dolittle installs special doors for different animals to enter his house for treatment.	
8.	Doctor Dolittle's ability to communicate with animals helps him diagnose and treat their illnesses effectively.	
9.	Doctor Dolittle gains fame among animals worldwide, and they come to him from various places for his help.	
10.	Word spreads, and people start bringing their sick pets and farm animals to Doctor Dolittle for treatment.	

Ans :

1. (iv), 2. (viii), 3. (i), 4. (iii), 5. (vi), 6. (ii), 7. (ix), 8. (vii), 9. (x), 10. (v).

Let us think and reflect

I. Read the extracts given below and answer the questions that follow.

1. "If I say, 'Polly wants a cracker', you understand me. But hear this: Kaka oi-ee, fee-fee?"

"Good Gracious!" cried the Doctor. "What does that mean?"

"That means, 'Is the porridge hot yet?'—in bird language."

"My! You don't say so!" said the Doctor. "You never talked that way to me before."

"What would have been the good?" said Polynesia, dusting some cracker crumbs off her left wing. "You wouldn't have understood me if I had."

(i) Complete the sentence by choosing the correct option.
In the line, "Good Gracious!" cried the Doctor, the expression 'Good Gracious' can be replaced by _____!
A. bravo B. gosh C. alas D. hurray

(ii) Why had Polynesia never used bird language with the Doctor earlier?

(iii) Identify whether the following statement is true or false.
Polynesia had been munching on a food item while talking to Doctor Dolittle.

(iv) How did Doctor Dolittle feel according to the extract?
A. anxious B. surprised C. angry D. relaxed

Ans :

(i) B. gosh

(ii) Polynesia had never used bird language with the Doctor, as she knew the Doct would not understand her language.

(iii) False

(iv) B. surprised

2. "I would like a pair like yours," said the horse—"only green. They'll keep the Sun out of my eyes while I'm ploughing the field."

"Certainly," said the Doctor. "Green ones you shall have."

"You know, the trouble is, Sir," said the plough horse as the Doctor opened the front door to let him out—"the trouble is that anybody thinks he can doctor animals—just because the animals don't complain. As a matter of fact, it takes a much cleverer man to be a really good animal doctor than it does to be a good people's doctor."

(i) Choose a word from the extract to complete the analogy.
digging : flower bed :: _____ : field

(ii) Choose the correct word to complete the sentence.
Doctor Dolittle's attitude in the extract is _____.
A. respectful
B. sentimental
C. understanding
D. careful

(iii) Complete the sentence with an appropriate reason.
Based on the extract, we can conclude that doctors take animals for granted because _____.

(iv) Do you agree with the concluding sentence of the extract? Why/why not?

Ans :

(i) ploughing

(ii) C. understanding

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Let us discuss

I. Complete the following sentence by selecting a suitable reason.
The Cat's-food-Man suggests to Doctor Dolittle that he should become an animal doctor because he believes that Dolittle _____.
1. earns less fee by treating human patients
2. enjoys the company of animals as they speak less
3. dislikes spending time with human patients
4. knows more about animals than the local veterinarians

Ans :
4. knows more about animals than the local veterinarians.

II. Fill in the blanks by choosing the suitable option given in the brackets.
Doctor Dolittle reacts to Polynesia's information about animal languages with both excitement and _____ (certainty/ curiosity). He rushes to _____ (write/ memorise) the bird words she provides and is interested in learning more.

Ans :
Curiosity, write.

III. Do you think Doctor Dolittle would be famous as an animal doctor?
If yes, why? If not, why not?

Ans :
Yes, Dr. Dolittle would be a famous as an animal doctor. He understood animals well. And after learning their language it would become easy to treat them. As birds flew all over the world they would spread this news globally.

Let us discuss

I. What became a common sight in Puddleby after Doctor Dolittle started treating animals?
1. Humans talking to farm animals
2. Farm animals wearing glasses
3. Farm animals learning bird language
4. Birds riding atop farm animals

Ans :
2. Farm animals wearing glasses.

II. What challenges do you think Doctor Dolittle might face if more and more animals come to him for help?
How might he overcome these challenges to ensure that he provides good treatment?

Ans :
Dr. Dolittle would definitely face many challenges if more animals come‘to him. First, he may have to spend more time checking each animal. He has to learn many more languages to cure the patients. He may also face space problems for their treatment.

He can overcome challenges by keeping more doctors and teaching them the animals' languages. He has to build a hospital with all the equipment and machines for checkups. He has to fix a timetable for different animals.

III. Arrange the following events in correct order according to the story. Two have been done for you. Share your answers with your classmates and the teacher.

1.	Doctor Dolittle decides to stop being a doctor for people and becomes a doctor for animals.	
2.	Animals from near and far come to Doctor Dolittle for help, crowding his garden.	
3.	A man with a stomach-ache visits Doctor Dolittle and suggests he should treat animals instead of people.	(i)
4.	Polynesia teaches Doctor Dolittle animal languages, and he starts understanding and communicating with animals.	
5.	A plough horse with vision problems visits Doctor Dolittle, who prescribes green spectacles, to improve the horse's eyesight.	
6.	The parrot, Polynesia, encourages Doctor Dolittle to become an animal doctor, revealing that animals can talk.	(ii)

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Complete the following table correctly by choosing words from the box given below. An example has been done for you.

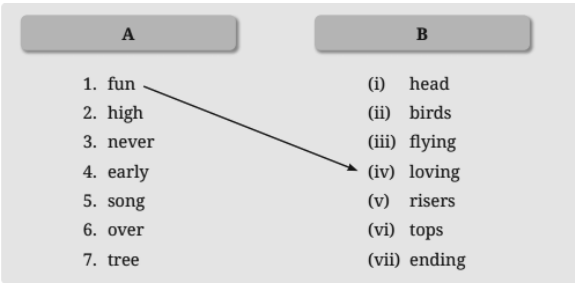
sailor song	teatime	check-in	plough horse
harvest mice	windowsill	well-bred	

Hyphenated Words	**Open Compound Words**	**Closed Compound Words**
check-in		

Ans :

Hyphenated Words	**Open Compound Words**	**Closed Compound Words**
check-in	sailor song	teatime
well-bred	plough horse	windowsill
	harvest mice	

II. Create compound words from the table given below.



Now, complete the paragraph with suitable compound words from the table. An example has been done for you.

After being treated by Doctor Dolittle, the A. **fun-loving** dolphins danced playfully in his sanctuary. The B. _____ chatter of monkeys echoed through the C. _____, their ailments cured. D. _____ eagles soared gracefully E. _____ their health restored. F. _____ among the G. _____ chirped joyfully from the branches. All creatures were happy with Doctor Dolittle's care.

Ans :

1.	fun	(iv) loving (fun- loving)
2.	high	(iii) flying (high flying)
3.	never	(vii) ending (never ending)
4.	early	(v) risers (early- risers)
5.	song	(ii) birds (song birds)
6.	over	(i) head (overhead)
7.	tree	(vi) tops (treetops)

After being treated by Doctor Dolittle, the A. **fun-loving** dolphins danced playfully in his sanctuary. The B. **Song birds** chatter of monkeys echoed through the C. **tree-tops**, their ailments cured. D. **High flying** eagles soared gracefully E. **never ending** their health restored. F. **Early risers** among the G. **overhead** chirped joyfully from the branches. All creatures were happy with Doctor Dolittle's care.

III. Underline the names of animals that are hidden in the sentences given below. Clues are given within the brackets. An example has been done for you.

1. Dr. Dolittle was eating **oat**meal for his breakfast. (a farm animal)
2. Old ladies began to bring him their pets. (an insect)
3. The author sees the connection between humans and animals. (a farm animal)
4. The three baby dinosaurs are from ice age. (field animal)
5. The patients who came late didn't know where to go. (ship of the desert)

Ans :

1. Dr. Dolittle was eating **oat**meal for his breakfast. (goat)
2. Old ladies began to bring him their pets. (ant)
3. The author sees the connection between humans and animals. (horse)
4. The three baby dinosaurs are from ice age. (mice)
5. The patients who came late didn't know where to go. (camel)

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State Whether True or False

1. The Cat's-food-Man's wife, Theodosia, was a scholar.
2. Dr. Dolittle was already well-known as an animal doctor before Polynesia spoke to him.
3. Polynesia learned to speak bird language from Dr. Dolittle.
4. The plough horse was happy with the local vet who gave him big pills.
5. Dr. Dolittle made special doors for different kinds of animals entering his house.

Ans :

1. True – The Cat's-food-Man states, "my wife, Theodosia, is a scholar, and she read your book to me."
2. False – He was a "people's doctor" whom Polynesia encouraged to "Be an animal doctor."
3. False – Polynesia already knew bird language and taught it to Doctor Dolittle.
4. False – The horse said, "that vet over the hill knows nothing at all" and complained about the pills, stating "He couldn't understand a word of horse language."
5. True – The text mentions, "he had to have special doors made for the different kinds," like 'HORSES' over the front door, 'COWS' over the side, and 'SHEEP' on the kitchen door.

Assertion and Reason Questions

1. Assertion (A): The Cat's-food-Man recommended Dr. Dolittle become an animal doctor.
Reason (R): Dr. Dolittle was known for charging very high fees to human patients.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(C) A is true but R is false.
Assertion A is true; the Cat's-food-Man did recommend Dr. Dolittle become an animal doctor. Reason R is false; the text does not mention anything about Dr. Dolittle's fees for human patients. The reason for the recommendation was Dr. Dolittle's superior knowledge of animals.

2. Assertion (A): Doctor Dolittle initially thought Jip was just scratching his ear.
Reason (R): Animals only talk with their mouths, which Jip was not doing.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(C) A is true but R is false.
Assertion A is true; Dr. Dolittle did think Jip was scratching his ear. Reason R is false; Polynesia explicitly corrects this by stating, "But animals don't always speak with their mouths... They talk with their ears, with their feet, with their tails-with everything".

3. Assertion (A): Dr. Dolittle installed special doors for various animals at his house.
Reason (R): This made it easier for animals like mice to wait patiently for treatment.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
Dr. Dolittle installed special doors because "There were so many that came that he had to have special doors made for the different kinds". This facilitated access, even for small animals like mice, who could then "wait patiently in rows for the Doctor to come round to them".

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the years, Dolittle 6. _____ (become) renowned worldwide for his unique abilities.

Ans :

1. has learnt, 2. has treated, 3. has taught, 4. has written, 5. have brought, 6. has become.

Let us listen

I. You will listen to an announcement. As you listen, state whether the following statement is true or false. (Transcript for the teacher on pg. 88)

Dr. Dolittle's new clinic presents an offer of free medicines.

Ans :

False (It is not mentioned in the transcript).

II. You will listen to the announcement again. As you listen, complete the details given below with one or two exact words you hear.

1. The new clinic is located in the town of _____.
2. The address is 12, _____ Lane.
3. The clinic is open Monday to Friday from _____ a.m. to 5 p.m.
4. Special timings for _____ are on Saturdays from 11 a.m. to 2 p.m.
5. Dr. Dolittle will ensure that animals get the _____.
6. All animals—horses, cows, _____, wild animals, and others are welcome.

Ans :

1. Woodstock, 2. Rose, 3. 9, 4. birds, 5. best care, 6. to pets.

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Let us speak

Conversation between a doctor and a patient

- Read the information about the problems 1–4.
- Use the cue cards provided to guide your conversation.
- Take turns to play parts of doctor and patient.

Problem 1 : Cough and cold

- Solution: Ginger and honey mix
- Additional Advice: Drink warm fluids and rest.

Problem 2 : Dry lips

- Solution: Apply ghee
- Additional Advice: Stay hydrated and avoid wetting your lips.

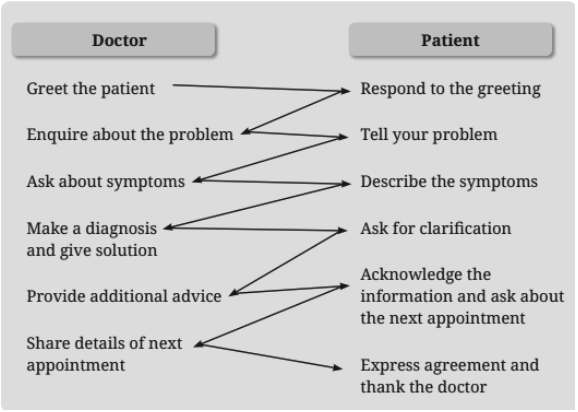
Problem 3 : Sore throat

- Solution: Gargle with warm salt water.
- Additional Advice: Drink herbal teas and avoid cold drinks.

Problem 4 : Fatigue

- Solution: Ensure adequate sleep and a balanced diet.
- Additional Advice: Take short walks to increase energy levels.

Cue Cards



Ans :

Dr. Sharma: "Good morning, Anjali. Please have a seat. How can I help you today?"

Anjali: "Good morning, Doctor. Thank you. I'm not feeling so well. I think I have a cough and cold."

Dr. Sharma: "I see. Can you tell me what symptoms you're having? How long have you been feeling this way?"

Anjali: "Well, I've been sneezing a lot, and my nose feels quite blocked. I also have a dry cough, and sometimes my throat feels a little sore. I've been feeling tired for the last two days."

Dr. Sharma: "Alright, it sounds like a common cold. For your cough and cold, I recommend you try a ginger and honey mix.

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3. What special ability did Dr. Dolittle eventually learn?

(A) How to fly like a bird

(B) How to swim underwater for long periods

(C) How to understand and speak the language of animals

(D) How to make plants grow very quickly

Ans : (C) How to understand and speak the language of animals

4. Who was Polynesia?

(A) A cat

(B) A dog

(C) A horse

(D) A parrot

Ans : (D) A parrot

5. What reason did the plough horse give for needing glasses?

(A) To look more intelligent

(B) To keep the rain out of its eyes

(C) To keep the sun out of its eyes while ploughing

(D) Because the doctor had them

Ans : (C) To keep the sun out of its eyes while ploughing

6. According to Polynesia, how do animals communicate besides using their mouths?

(A) Only with their eyes

(B) Only with their tails

(C) With their ears, feet, tails, and everything

(D) They don't communicate without their mouths

Ans : (C) With their ears, feet, tails, and everything

7. What did the cat's-food-man's wife, Theodosia, do for him regarding Dr. Dolittle's book?

(A) She bought him a copy

(B) She translated it into another language

(C) She read it aloud to him

(D) She wrote a review of it

Ans : (C) She read it aloud to him

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8. What was the name of Dr. Dolittle's dog?

(A) Jip

(B) Theodosia

(C) Polly

(D) Polynesia

Ans : (A) Jip

9. What did the old ladies bring to Dr. Dolittle after he became known as an animal doctor?

(A) Sick cats and canaries

(B) Pet pugs and poodles who had overeaten cake

(C) Injured squirrels and rabbits

(D) Wild foxes and badgers

Ans : (B) Pet pugs and poodles who had overeaten cake

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10. Where did Polynesia often sit while Dr. Dolittle was talking to visitors in the kitchen?

(A) On the floor by the fire

(B) On the doctor's lap

(C) In the window looking outside

(D) On top of the bookshelf

Ans : (C) In the window looking outside

11. What did the twitching of the dog's nose mean, according to Polynesia?

(A) It was angry

(B) It wanted food

(C) It had an itchy nose

(D) "Can't you see that it has stopped raining?"

Ans : (D) "Can't you see that it has stopped raining?"

12. How did the animals in foreign lands learn about Dr. Dolittle?

(A) Through letters written by other animals

(B) Through messages carried by the wind

(C) Through birds who flew to other countries in the winter

(D) Through stories told by sailors

Ans : (C) Through birds who flew to other countries in the winter

of the words 'go', which means 'cow', and śālā which means 'shed' or 'hall'.
Plan a visit with the teacher to a 'goshala' and find out how the cows are looked after.

Ans :
We could ask our teacher to help us visit a 'goshala'. During the visit, we'd carefully observe how they feed the cows, keep their sheds clean, provide water, and take care of their health, especially when they milk them. It would be great to learn firsthand how cows are looked after!

II. Ayurveda is the oldest existing medical system in India. Animals received good medicinal care in ancient India. Indian medical treatises like Charaka Samhita, Sushruta Samhita, and Harita Samhita contain references of care of animals. Find out names of different organisations that work for the welfare of animals with the help of the teacher.

Ans :
Organizations that work for animal welfare are:

1. **PETA India:** They work for the ethical treatment of animals, often campaigning against cruelty.
2. **Blue Cross of India:** They do a lot of rescue work, run animal hospitals, and help with adoptions.
3. **Animal Aid Unlimited:** They rescue and rehabilitate street animals in distress.
4. **Others:** There are also many smaller, local animal shelters or NGOs in different cities and towns that take care of abandoned or injured animals.

These organizations do such important work, trying to make sure animals are safe and well-treated, just like it sounds they were in ancient times!"

III. What is the best way to take care of stray and abandoned animals?

1. Provide food and water for the animal
2. Take them to an animal shelter
3. Adopt them by taking them home

Give reasons for your responses.

Ans :
I think the best way to take care of stray and abandoned animals is to take them to an animal shelter.
Here's why I think that:

1. **Proper Care:** Animal shelters have doctors (vets) who can check if the animal is sick or injured and give them medicines. They also make sure the animals get proper food, clean water, and a safe place to live. As a kid, I might not know how to give all that care properly.
2. **Finding a Forever Home:** Shelters work hard to find new, loving families for these animals through adoption programs. If we just feed them on the street, they might still be in danger or not get a permanent home.
3. **Safety for Everyone:** Sometimes, stray animals can get into accidents on the road, or they might be scared and accidentally bite someone. A shelter helps keep both the animals and people safe.

Of course, giving them food and water first is a good immediate help, and adopting them is amazing if your family can do it, but shelters offer the full support they need.

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. What kind of doctor did John Dolittle initially practice as?
(A) A human doctor
(B) An animal doctor
(C) A bird doctor
(D) A plant doctor

Ans : (A) A human doctor

2. Who was the first one to suggest that Dr. Dolittle become an animal doctor?
(A) Polynesia, the parrot
(B) The cat's-food-man
(C) Jip the dog
(D) The plough horse

Ans : (B) The cat's-food-man

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You can prepare it by crushing a small piece of ginger and mixing its juice with a spoonful of honey. Take it twice a day."

Anjali: "Ginger and honey mix? Okay. Will that help with the blocked nose too?"

Dr. Sharma: "Yes, it should help. And also, it's very important to drink plenty of warm fluids like warm water or clear soup. Make sure you get plenty of rest too. Avoid anything cold for a few days."

Anjali: "Okay, drink warm fluids and rest. Got it. Do I need to come back for another check-up, Doctor?"

Dr. Sharma: "If you start feeling better in 3-4 days, you don't need to come back. But if your symptoms worsen or you develop a fever, then please come and see me again. Take care!"

Anjali: "Alright, Doctor. Thank you so much for your advice. I'll do as you said. Goodbye!"

Dr. Sharma: "You're welcome, Anjali. Get well soon! Goodbye."

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Let us write

A **notice** is a means of formal communication for a particular group of persons. It informs them about some important event, such as an invitation to a meeting, an announcement, to give instructions, make appeals, etc.

Write a notice in about 50 words about the Annual Health Check-up for students of Grades 6–8. Remind students to collect their health check-up cards from the class teacher. Include all other necessary details about date, time, and venue.

Complete the draft of the notice by using the words and phrases given in the box below.

inform	queries	health card
health check-up	assembly hall	Grades 6–8
please contact	Thursday and Friday	

Name of the School
NOTICE
12 July 20XX
Mention Heading
This is to _____ all the students of Grades 6–8 about the Annual Health Check-up.
Date: _____, 27 and 28 July 20XX
Time: 9:00 a.m. to 12:15 p.m.
Venue: _____
All students are requested to bring their _____ for the check-up.
For _____ or further details _____ the undersigned.
Asma
Asma
In-charge

Remember to:

- use formal language in third person.
- mention the reason for writing the notice and any other relevant information. For example, whom to contact, when and where, etc.
- write the notice in a box.

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Ans :

Rosebud Public School
NOTICE
12 July 2025
Health check-up
This is to **inform** all the students of **Grades 6-8** about the Annual Health Check-up.
Date: **Sunday and Monday**, 27 and 28 July 2025
Time: 9:00 a.m. to 12:15 p.m.
Venue: **Assembly Hall**
All students are requested to bring their **health card** for the check-up.
For **queries** or further details **please contact** the undersigned.
Asma
Signature
Asma
In-charge

Let us explore

I. The word 'goshala' translates to 'cowshed' in English. It is a Sanskrit word that is made up

13. What was Dr. Dolittle doing when Polynesia first directly suggested he become an animal doctor?

(A) Examining a human patient

(B) Reading a book about animals

(C) Putting the flowerpots outside on the windowsill

(D) Feeding his pets

Ans : (C) Putting the flower pots outside on the windowsill to get the rain

14. Why did Dr. Dolittle put the flower pots outside the windowsill?

(A) To watered them

(B) To get them rainwater

(C) It was sunny

(D) To give them to a patient

Ans : (B) To get them rainwater

15. What was Polynesia proud of being able to speak?

(A) Only bird language

(B) Only people's language

(C) Two languages – people's language and bird language

(D) Many different animal languages

Ans : (C) Two languages – people's language and bird language

16. What did the cat's-food-man say Dr. Dolittle seemed like he might have been in a past life?

(A) A dog

(B) A horse

(C) A parrot

(D) A cat

Ans : (D) A cat

17. What was the general opinion of the other animal doctors, according to Polynesia?

(A) They were all very helpful

(B) There were few of them

(C) None of them were any good at all

(D) They mostly treated farm animals

Ans : (C) None of them were any good at all

18. What was the eventual result of Dr. Dolittle learning to speak animal languages?

(A) He became the richest doctor in town

(B) He wrote more books about animals

(C) He gave up being a people's doctor altogether

(D) he traveled the world teaching animals to speak human languages

Ans : (C) He gave up being a people's doctor altogether

19. How did Dr. Dolittle feel about his life after becoming an animal doctor?

(A) He was lonely and missed treating people

(B) He was constantly worried about money

(C) He wished he had learned animal languages sooner

(D) He was happy and liked his life very much

Ans : (D) He was happy and liked his life very much

20. What did the plough horse think it took to be a 'really" good animal doctor compared to a people's doctor?

(A) Less patience

(B) More common sense

(C) A clever man

(D) Better medical tools

Ans : (C) A clever man

Fill in the Blanks

1. Doctor Dolittle was sitting in his kitchen talking with the _____ who had come to see him with a stomach-ache.
2. The parrot, Polynesia, could talk in two languages: people's language and _____ language.
3. Dogs nearly always use their _____ for asking questions.
4. The plough horse needed _____ because it was going blind in one eye.
5. Dr. Dolittle became famous among animals all over the world because he could _____ their talk and help them.

Ans :

1. Cat's-food-Man, 2. bird, 3. noses, 4. spectacles, 5. understand.

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Short Answer Type Questions

1. How did the Cat's-food-Man convince Dr. Dolittle to become an animal doctor?

Ans :
The Cat's-food-Man convinced him by saying Dr. Dolittle knew much more about animals than other vets and had written a wonderful book about cats.

2. Explain how Polynesia communicated with Dr. Dolittle using two languages.

Ans :
Polynesia spoke people's language, like "Polly wants a cracker," which Dr. Dolittle understood. She also spoke bird language, like "Ka-ka oi-ee, fee-fee?", meaning "Is the porridge hot yet?".

3. How did Dr. Dolittle react to learning about animal languages, and what did he immediately do?

Ans :
Dr. Dolittle was "all excited" and found it "very interesting-something quite new". He immediately rushed to get a book and pencil to write down the bird words Polynesia provided.

4. According to Polynesia, how do animals communicate without using their mouths?

Ans :
Polynesia explained that animals "talk with their ears, with their feet, with their tails-with everything". They sometimes prefer not to make a noise.

5. Why did Dr. Dolittle decide to give up being a people's doctor altogether?

Ans :
Dr. Dolittle gave up being a people's doctor because with Polynesia's help, he learned animal language so well he could understand and talk to all animals.

6. What specific vision problem did the plough horse have, and what was its request to Dr. Dolittle?

Ans :
The plough horse was "going blind in one eye". It requested spectacles, specifically "a pair like yours... only green," to keep the sun out of its eyes while ploughing.

7. What became a common sight in the countryside around Puddleby after Dr. Dolittle's successful treatment of the horse?

Ans :
Soon, it became a common sight to see farm animals wearing glasses in the countryside around Puddleby. A blind horse became "a thing unknown".

8. How did Dr. Dolittle's ability to communicate with animals simplify their treatment?

Ans :
As soon as animals found he could talk their language, "they told him where the pain was and how they felt". This made it "easy for him to cure them".

9. Describe the special arrangements Dr. Dolittle made at his house to accommodate the increasing number of animal patients.

Ans :
He had to have "special doors made for the different kinds" of animals. He wrote 'HORSES' over the front door, 'COWS' over the side door, and 'SHEEP' on the kitchen door.

10. How did Dr. Dolittle achieve worldwide fame among animals?

Ans :
Animals who were cured returned and told their friends about him. Even birds flying to other countries in winter spread the word about Dolittle, who could understand and help them.

Long Answer Type Questions

1. Explain how Dolittle manages the large number of animals visiting him.

Ans :
As Dolittle's reputation grows, his garden becomes crowded with animals like mice, badgers, and bats seeking his help. To manage this large number, he builds special labelled doors and tunnels tailored for different animals, ensuring organised access

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4. Assertion (A): The Cat's-food-Man suggested Dr. Dolittle become an animal doctor because he wrote a wonderful book about cats.
Reason (R): Dr. Dolittle knew much more about animals than the local vets.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The Cat's-food-Man specifically cited Dr. Dolittle's "wonderful" book about cats and his superior knowledge compared to other vets as reasons for his suggestion.

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5. Assertion (A): Doctor Dolittle's garden became crowded with sick animals.
Reason (R): Animals discovered that Doctor Dolittle could understand their language and cure them easily.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
Animals told their friends about Dr. Dolittle after he cured them easily because he understood their language, leading to many more sick creatures coming to his house.

Very Short Answer Type Questions

1. Who first suggested Dr. Dolittle become an animal doctor?

Ans :
The Cat's-food-Man first suggested it.

2. What book of Dr. Dolittle's did Theodosia read?

Ans :
She read his book about cats.

3. How many languages could Polynesia the parrot speak?

Ans :
Polynesia could speak two languages.

4. What did "Ka-ka oi-ee, fee-fee?" mean in bird language?

Ans :
It meant, "Is the porridge hot yet?"

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5. How do animals "speak" besides with their mouths?

Ans :
They talk with their ears, feet, and tails.

6. What did the plough horse need instead of pills?

Ans :
The plough horse needed spectacles.

7. What became a common sight in the countryside around Puddleby?

Ans :
Farm animals wearing glasses became a common sight.

8. What did animals tell Dr. Dolittle once he understood their language?

Ans :
They told him where the pain was and how they felt.

9. What was written over the front door of Dr. Dolittle's house?

Ans :
'HORSES' was written over the front door.

10. How did Dr. Dolittle become famous all over the world?

Ans :
Birds told animals in foreign lands about him.

IV. Read the following sentence from the text. Study the highlighted words.

But that stupid man over the hill **never even** looked at my eyes.

The highlighted words spell and read the same backwards too.

> A word, phrase, or sequence that reads the same backwards as forwards is a **palindrome**. Some of the common palindromes include 'Was it a car or a cat I saw?', 'Madam, I'm Adam' and 'A man, a plan, a canal—Panama'.

Read the sentences below and identify the palindrome words and sentences.

1. Step on no pets.
2. Naman saw a race car at the show.
3. Nitin speaks in Malayalam.
4. The engineer used a rotator to check the surface level.
5. The pilot relied on the radar to navigate safely.
6. Eva can I see bees in a cave?

Now, create your own palindrome and share it with your classmates and the teacher.

Ans :

1. **Step on no pets**.
2. **Naman** saw a **race car** at the show.
3. **Nitin** speaks in **Malayalam**.
4. The engineer used a **rotator** to check the surface level.
5. The pilot relied on the **radar** to navigate safely.
6. **Eva can I see bees in a cave**?

My own palindrome:

1. Mr. Owl ate my metal worm.
2. Yo, banana boy!
3. Do geese see God?
4. 22/02/2022
5. eye
6. did
7. nun

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V. Underline the verbs and identify the tense form in the following sentences from the text.

1. He is asking you a question.
2. Oh, there are plenty of animal doctors.
3. I am going blind in one eye.
4. …the trouble is that anybody thinks he can

doctor animals.

Ans :

1. He **is asking** you a question.
2. Oh, there **are** plenty of animal doctors.
3. I **am going** blind in one eye.
4. … the trouble **is** that anybody thinks he can doctor animals.

The verbs in 1. and 3. are in present continuous form. The verbs in 2. and 4. are in simple present.

VI. Read the following sentences from the text.

- That man's (man has) got sense.
- Can't you see that it has stopped raining?

In the first sentence the verbs, 'has got' denote an action that is relevant at the time of speaking. In the second sentence, the verbs 'has stopped' denote an action that is recently completed.

> We use **present perfect tense** to indicate:
> • a recently completed action
> • an action that started in the past and is relevant even at the moment of speaking
> • an action in the past where the focus is on the action and not on the time of occurrence (but relevant at the time of speaking)
> Structure of Present Perfect Tense:
> has/ have + V3 (past participle)

Fill in the blanks using the correct form of verbs (present perfect) given within brackets.

Since becoming an animal doctor, Doctor Dolittle 1. _____ (learn) to communicate with all animals and birds. He 2. _____ (treat) countless farm animals and pets with care. The parrot, Polynesia, 3. _____ (teach) him bird-language, and he 4. _____ (write) books about his adventures. Many people 5. _____ (bring) their sick animals to his door. Over

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to his services. This system allows him to efficiently handle the influx of patients, from small creatures to larger ones like cows and sheep. His thoughtful approach shows his ability to adapt and maintain order, ensuring all animals receive care despite the overwhelming demand.

2. Why does the Cat's-food-Man suggest Dolittle become an animal doctor?

Ans :

The Cat's-food-Man suggests Dolittle become an animal doctor because he believes Dolittle knows a lot about animals and would be great at treating them. While visiting Dolittle with a stomach ache, he notices Dolittle's love for animals and thinks animals would appreciate his care more than people do. This idea excites Dolittle and starts his journey to change his career.

3. How does Polynesia help Dolittle learn animal languages?

Ans :

Polynesia, the parrot, helps Dolittle learn animal languages by teaching him the basics of bird speech on a rainy afternoon. She explains how animals communicate using their ears, tails, feet, and noses. With her guidance and Dolittle's practice, he learns to understand and speak to animals fluently, enabling him to become an animal doctor who can communicate with his patients.

4. What problem does the plough horse have, and how does Dolittle solve it?

Ans :

The plough horse complains that he is going blind in one eye, which the local vet cannot understand. Dolittle listens carefully and diagnoses the problem. Instead of medicine, he prescribes green spectacles for the horse. This solution helps the horse see better and work comfortably again, showing Dolittle's ability to understand and solve animal problems effectively.

5. What is the moral of the story, and how does Dolittle's journey reflect it?

Ans :

The moral of the story is that listening to new ideas and showing kindness to all creatures can lead to happiness and success. Dolittle's journey reflects this as he embraces the Cat's-food-Man's, and Polynesia's suggestion to become an animal doctor, despite initially treating people. By learning animal languages and caring for creatures like the plough horse, he finds fulfilment and becomes famous among animals worldwide. His openness to change and dedication to understanding animals demonstrate how embracing new perspectives and compassion can transform one's life and impact others positively.

6. How does the suggestion from the Cat's-food-Man and Polynesia change Doctor Dolittle's life?

Ans :

The Cat's-food-Man's suggestion and Polynesia's insights transform Dolittle's life by inspiring him to become an animal doctor. Polynesia teaches him animal languages, enabling him to communicate directly with creatures. This new skill allows him to accurately diagnose and treat animals, like the plough horse. His success attracts animals globally, making him famous. Dolittle finds contentment in this new path, demonstrating how openness to novel ideas can lead to a fulfilling career and widespread impact through dedicated animal care.

7. Discuss how the story highlights the importance of understanding and caring for animals.

Ans :

The story highlights understanding and caring for animals through Doctor Dolittle's transformation. Learning animal languages from Polynesia allows him to communicate directly, accurately addressing needs like the plough horse's blindness with unique solutions. The trust animals place in him, shown by their seeking his help from far and wide, emphasizes the value of his compassion. Dolittle's efforts to create comfortable spaces

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for them demonstrate respect, showing that understanding animal perspectives fosters harmonious relationships and brings joy to all.

8. What role does Polynesia play in helping Dolittle become a successful animal doctor?

Ans :

Polynesia, the parrot, is crucial to Dolittle's success. She encourages him to treat animals, revealing they have languages she then teaches him. Her patient guidance helps Dolittle become fluent in animal communication, enabling him to understand their direct needs, like diagnosing the plough horse's blindness. This unique skill sets him apart from other vets. Polynesia's wisdom not only sparks Dolittle's career change but also equips him with the tools for global fame and a life dedicated to helping creatures.

9. How does Dolittle's ability to talk to animals make him different from other veterinarians?

Ans :

Dolittle's ability to talk to animals fundamentally differentiates him from other veterinarians. While others rely on observation, Dolittle directly understands animal complaints through language, allowing accurate diagnoses and effective treatments. For instance, he learns the plough horse is blind, which other vets missed, and prescribes spectacles. This unique communication builds deep trust with animals, attracting patients globally as word spreads. His fluency creates a profound connection, making his practice innovative and impactful, unlike conventional veterinary care.

10. What lessons about kindness and understanding can we learn from Doctor Dolittle's story?

Ans :

Doctor Dolittle's story teaches us profound lessons about kindness and understanding. His openness to new ideas, like learning animal languages from Polynesia, allows him to connect deeply with creatures. His compassionate approach, seen in treating the plough horse with tailored solutions, fosters trust and brings joy. The narrative highlights that listening patiently and respecting diverse perspectives—human or animal—leads to meaningful connections and effective solutions. Dolittle exemplifies how empathy, kindness, and valuing all living beings contribute to a fulfilling life and widespread positive impact.

Competency Based Questions

1. Polynesia says animals "don't always speak with their mouths," but with ears, feet, and tails. If you saw a dog wagging its tail quickly while panting slightly, what could it be trying to tell you without barking?

Ans :

If a dog was wagging its tail quickly while panting slightly, it could be trying to tell me it's very happy and excited, perhaps eager to play or greet me warmly. Its panting might also suggest it's a bit warm or has just been active. The tail wagging is a clear sign of friendliness and joy, showing how animals communicate clearly without needing to use spoken words, just like Polynesia explained.

2. Dr. Dolittle learns bird language from Polynesia. If you could learn only one animal's language, which animal would you choose and what is one specific question you would ask it?

Ans :

If I could learn one animal's language, I would choose to learn the language of cats. I would ask a cat, "Why do you sometimes ignore me, even when I call your name?" I'm curious about their independent nature and whether they hear me but choose not to respond, or if they have a different way of showing affection or needing space that I don't understand yet.

3. The plough horse felt better with glasses, solving his "blind in one eye" problem. Imagine you are a pet dog with a constant itch that no human doctor understands. How would you try to communicate your problem to Dr. Dolittle?

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Ans :

As a pet dog with a constant itch, I would try to communicate my problem to Dr. Dolittle by scratching intensely whenever he looked at me, focusing on the specific itchy spot. I might also try rubbing that area against his leg or furniture, whimpering softly while pointing my nose towards the itchy patch. I would hope that my combined actions and sounds, like twitching my nose or scratching my ear, would convey my discomfort, knowing he understands animal body language.

4. Dr. Dolittle became famous because he understood animals. If you lived in his village, what one everyday problem do you think animals living there might have had before he arrived, which he could easily solve?

Ans :

Before Dr. Dolittle arrived, one everyday problem animals might have faced was simply being misunderstood about their basic needs or minor discomforts. For instance, a cow might have been giving less milk due to a hidden pain from standing too long, which ordinary vets couldn't diagnose because the cow couldn't explain it. Dr. Dolittle could easily solve this by talking to the animal and immediately knowing the exact problem, like the horse's eyesight, leading to quick and effective cures.

5. Dr. Dolittle became famous because animals told "their brothers and friends" about him. If social media existed then, how might a short post from a grateful animal (e.g., a bat or a badger) describe Dr. Dolittle, getting others to visit?

Ans :

A grateful bat might post: "Huge thanks to Dr. Dolittle! My wing pain is gone! He actually listened when I chittered about it, unlike others. He's the real deal, understands our talk, and fixes everything. If you're sick, seriously, fly, crawl, or slither to his house by town's edge – you won't regret it! #BestAnimalDoctor #UnderstandsUs #NoMorePain #PuddlebyHealer" This would spread his fame fast.

Extract Based Questions

1. Read the following extract and answer the questions that follow:

Doctor Dolittle was sitting in his kitchen talking with the Cat's-food-Man who had come to see him with a stomach-ache.

"Why don't you give up being a people's doctor, and be an animal doctor?" asked the Cat's-food-Man.

The parrot, Polynesia, was sitting in the window looking out at the rain and singing a sailor song to herself. She stopped singing and started to listen.

(i) Who suggested that Doctor Dolittle should become an animal doctor?
   (a) Polynesia, the parrot
   (b) The Cat's-food-Man
   (c) Theodosia
   (d) His patients

(ii) The Cat's-food-Man had come to see Doctor Dolittle with a _____.

(iii) State whether the following statement is true or false:
Polynesia the parrot was immediately listening to the conversation.

(iv) What was the reason for the Cat's-food-Man's visit to Doctor Dolittle?

Ans :

(i) (b) The Cat's-food-Man

(ii) stomach-ache

(iii) False (She was first singing a sailor song to herself and then stopped singing to listen.)

(iv) The Cat's-food-Man visited Doctor Dolittle because he had a stomach-ache.

2. Read the following extract and answer the questions that follow:

"You see, Doctor," the Cat's-food-Man went on, "you know all about animals—much more than what these vets here do. That book you wrote about cats, why, it's wonderful! I can't read or write myself—my wife, Theodosia, is a scholar, and she read your book to me. You might have been a cat yourself. You know the way they think."

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(i) According to the Cat's-food-Man, what makes Doctor Dolittle better than other vets?
  (a) He writes wonderful books.
  (b) He knows much more about animals.
  (c) He is a people's doctor.
  (d) His wife is a scholar.

(ii) The Cat's-food-Man's wife, _____, read the Doctor's book to him.

(iii) State whether the following statement is true or false:
The Cat's-food-Man was able to read Doctor Dolittle's book by himself.

(iv) Who read the book about cats to the Cat's-food-Man and why?

Ans :

(i) (b) He knows much more about animals.

(ii) Theodosia

(iii) False (The extract states, "I can't read or write myself—my wife, Theodosia, is a scholar, and she read your book to me.")

(iv) His wife, Theodosia, read the book to him because she was a scholar and he himself could not read or write.

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3. Read the following extract and answer the questions that follow:

When the Cat's-food-Man had gone the parrot flew off the window on to the Doctor's table and said, "That man's got sense. That's what you ought to do. Be an animal doctor. Give the silly people up—if they haven't brains enough to see you're the best doctor in the world. Take care of animals instead—they'll soon find it out."

(i) What was Polynesia's opinion of the Cat's-food-Man's advice?
  (a) She thought it was silly advice.
  (b) She thought the man had sense.
  (c) She was not paying attention.
  (d) She wanted him to remain a people's doctor.

(ii) Polynesia advised the Doctor to give the _____ people up.

(iii) State whether the following statement is true or false:
Polynesia believed that animals would not appreciate the Doctor's skills.

(iv) What does Polynesia suggest Doctor Dolittle should do instead of treating people?

Ans :

(i) (b) She thought the man had sense.

(ii) silly

(iii) False (She says, "Take care of animals instead—they'll soon find it out," implying they would appreciate him.)

(iv) Polynesia suggests that he should give up treating people and take care of animals instead.

4. Read the following extract and answer the questions that follow:

"Oh, we parrots can talk in two languages—people's language and bird language," said Polynesia proudly. "If I say, 'Polly wants a cracker', you understand me. But hear this: Ka-ka oi-ee, fee-fee?"

"Good Gracious!" cried the Doctor. "What does that mean?"

"That means, 'Is the porridge hot yet?'—in bird language."

(i) What did the bird language phrase 'Ka-ka oi-ee, fee-fee' mean?
  (a) Polly wants a cracker.
  (b) The rain has stopped.
  (c) Is the porridge hot yet?
  (d) Good Gracious!

(ii) According to Polynesia, parrots can speak in people's language and _____ language.

(iii) State whether the following statement is true or false:
The Doctor already understood bird language before Polynesia explained it to him.

(iv) What example does Polynesia give of a phrase in "people's language" that the Doctor understands?

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Ans :

(i) (c) Is the porridge hot yet?

(ii) bird

(iii) False (The Doctor cried "Good Gracious!" and asked what it meant, showing he did not understand it.)

(iv) The example Polynesia gives is, "Polly wants a cracker".

5. Read the following extract and answer the questions that follow:

"But animals don't always speak with their mouths," said the parrot in a high voice, raising her eyebrows. "They talk with their ears, with their feet, with their tails—with everything. Sometimes they don't want to make a noise. Do you see now the way he's twitching up one side of his nose?"

"What's that mean?" asked the Doctor.

"That means, 'Can't you see that it has stopped raining?'" Polynesia answered.

(i) According to Polynesia, how do animals talk without using their mouths?

(a) Only with their ears

(b) Only with their tails

(c) With their ears, feet, and tails

(d) By writing in the dirt

(ii) The dog twitching one side of its nose was his way of asking, "Can't you see that it has stopped _____?"

(iii) State whether the following statement is true or false:
Polynesia explains that animals must always make a noise to communicate.

(iv) What specific action did the dog use to ask a question, and what was the question?

Ans :

(i) (c) With their ears, feet, and tails

(ii) raining

(iii) False (The extract states, "Sometimes they don't want to make a noise.")

(iv) The dog was "twitching up one side of his nose" to ask the question, "Can't you see that it has stopped raining?"

6. Read the following extract and answer the questions that follow:

"You know, Doctor," said the horse, "that vet over the hill knows nothing at all. He has been treating me six weeks now—for something or the other. What I need is spectacles. I am going blind in one eye. There's no reason why horses shouldn't wear glasses, the same as people. But that stupid man over the hill never even looked at my eyes. He kept on giving me big pills."

(i) What was the actual problem the plough horse was facing?

(a) It had eaten too much cake.

(b) It needed bigger pills.

(c) It was going blind in one eye.

(d) It had a stomach-ache.

(ii) The horse complained that the other vet kept on giving it big _____.

(iii) State whether the following statement is true or false:
The previous vet had carefully examined the horse's eyes before starting the treatment.

(iv) What was the plough horse's opinion of the vet over the hill?

Ans :

(i) (c) It was going blind in one eye.

(ii) pills

(iii) False (The horse says, "...that stupid man over the hill never even looked at my eyes.")

(iv) The plough horse's opinion was that the vet over the hill "knows nothing at all."

7. Read the following extract and answer the questions that follow:

"You know, the trouble is, Sir," said the plough horse as the Doctor opened the front door to let him out—"the trouble is that anybody thinks he can doctor animals—just because the animals don't complain. As a matter of fact, it takes a much cleverer man to be a really good animal doctor than it does to be a good people's doctor."

"Well, well!" said the Doctor.

"When will my glasses be ready?"

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Stanza 2

He raised the shoe and smiled at me,
His manners were polite;
But never had I seen before
Such a funny sounding sight.

Word Meaning :

1. Raised : lifted to a higher position.
2. Smiled : formed one's features into a pleased, kind, or amused expression.
3. Manners : a person's way of behaving toward others.
4. Polite : having or showing behaviour that is respectful and considerate of other people.
5. Funny sounding sight : an unusual or strange thing to see and hear at the same time.

Explanation :
This part of the poem tells us about when the person in the poem first met the funny man. Even though the man was dressed really weirdly – with a 'shoe on his head and 'hats on his feet – he was still very polite! He actually lifted his shoe like you would lift a hat to say hello, and he smiled.

The poem shows us how strange he looked, but how nice his manners were. The person in the poem says they'd "never seen anything like it" before, and it felt very strange, almost a bit spooky. When the poem says "funny sounding sight," it's a bit tricky because you usually 'see' a sight, you don't 'hear' it. This just makes the man even stranger and more mysterious. It's like he's doing everything backwards!

Stanza 3

He said, "Allow me to present
Your Highness with a rose."
And taking out a currant bun
He held it to my nose.

Word Meaning :

1. Allow : give permission for something to happen.
2. Present : to offer or give something.
3. Highness : a title of respect used for royalty.
4. Taking out : removing from.
5. Currant bun : a type of sweet bun containing currants.
6. Held : past tense of hold; kept in one's hand.

Explanation :
The strange man keeps doing funny things! He talks to the person in the poem very politely, even calling them "Highness." He then offers a beautiful flower, making you think he's going to be very elegant.

But guess what? Instead of a rose, he pulls out a "currant bun" (that's like a small cake with raisins) and holds it up to the speaker's nose! This is super silly because you usually smell flowers, but you eat a bun. It's a really funny mix-up!

The funniest part is how polite his words are, but how crazy his actions are. He expects the speaker to smell the bun like it's a sweet-smelling flower. It's all very absurd and makes you laugh!

Stanza 4

I staggered back against the wall
And then I answered, "Well!
I never saw a rose with such
A funny looking smell."

Word Meaning :

1. Staggered : moved unsteadily.
2. Answered : gave a reply to a question.
3. Saw : past tense of see; perceived with the eyes.
4. Funny looking smell : an unusual or strange odor that seems odd.

Explanation :
In this part, the person telling the story reacts to the man offering a 'currant bun "instead of a flower. They're so surprised that they 'stagger back against the wall"!

After that shock, they just say "Well!" and then explain how confused they are. They say they've never seen a rose with "such a 'funny looking smell." This is confusing

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CHAPTER 5

A FUNNY MAN

1. INTRODUCTION

Get ready to laugh with "A Funny Man," a delightful poem about an extraordinary person! Imagine someone walking down the street with a shoe on his head and hats on his feet. This chapter introduces you to a character who does everything in the most hilariously upside-down way. Join the poet as she encounters this man, whose actions and words are full of nonsense and charm, reminding us that sometimes, the funniest things are those that defy all logic and make us giggle.

2. SUMMARY

The poem describes a very unusual man who came walking down the street. He wore a shoe on his head instead of a hat, and hats on his feet instead of shoes. This made him look very funny and strange.

Even though he looked odd, he was polite. He lifted his shoe (which was on his head) and smiled at the poet. But the poet had "never seen before Such a funny sounding sight".

He offered the poet a "rose," but surprisingly, he took out a 'currant bun' and held it to her nose instead. The poet was so surprised that she "staggered back against the wall" and commented that she had "never saw a rose with such A funny looking smell".

After that, he sat down on the ground and started to sing a song. The poet said she had "never heard in all your life Such a funny feeling sound". Everything about him was upside down and silly, creating a very humorous scene.

Finally, the poet asked him why he wore two hats on his feet. In a very strange way, the funny man "turned the other way about, And hopped home on his head". This last action perfectly showed how silly and funny he was.

3. EXPLANATION

Stanza 1

One day a funny kind of man
Came walking down this street
He wore a shoe upon his head
And hats upon his feet.

Word Meaning :

1. Walking : moving along on foot.
2. Wore : past tense of wear; had on one's body as clothing.

Explanation :

One day, a really funny man was walking down the street. Guess what? He had his shoe on his head instead of his foot! And even weirder, he had hats on his feet instead of on his head!

This made the poem start in a super silly and unusual way. When the poem says he's "funny," it means he was both amusing (made people laugh) and a bit strange. It's funny because he swapped everyday things around. We all know shoes go on our feet and hats go on our heads, right? By putting them in the wrong places, the poem creates a surprising and funny picture. The words are simple, like "shoe upon his head," so it's easy for everyone to understand how silly it is. There are no hard words, so everyone can enjoy the humor!

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"I'll have them for you next week," said the Doctor. "Come in again Tuesday—Good morning!"

Then John Dolittle got a fine, big pair of green spectacles; and the plough horse stopped going blind in one eye and could see as well as ever.

(i) According to the horse, why does everybody think they can be an animal doctor?
   (a) Because animals are easy to treat.
   (b) Because animals don't complain.
   (c) Because animal medicine is cheaper.
   (d) Because animals are not very clever.

(ii) With the help of the spectacles, the plough horse could _____ as well as ever.

(iii) State whether the following statement is true or false:
The plough horse believed it takes less skill to be an animal doctor than a people's doctor.

(iv) What was the successful outcome after Doctor Dolittle provided the horse with spectacles?

Ans :

(i) (b) Because animals don't complain.

(ii) see

(iii) False (The horse states, "...it takes a much cleverer man to be a really good animal doctor than it does to be a good people's doctor.")

(iv) The successful outcome was that the plough horse stopped going blind in one eye and could see perfectly again.

8. Read the following extract and answer the questions that follow:

As soon as they found that he could talk their language, they told him where the pain was and how they felt, and of course it was easy for him to cure them.

Now all these animals went back and told their brothers and friends that there was a doctor in the little house with the big garden who really was a doctor. And whenever any creatures got sick—not only horses and cows and dogs—but all the little things of the fields, like harvest mice, badgers, and bats, all came at once to his house on the edge of the town, so that his big garden was nearly always crowded with animals trying to get in to see him.

(i) Why did it become easy for Doctor Dolittle to cure the animals?
   (a) Because he had a lot of medicine.
   (b) Because the animals were not very sick.
   (c) Because they could tell him where the pain was.
   (d) Because Polynesia the parrot helped him.

(ii) Besides large animals, little creatures from the fields like harvest mice, _____, and bats also came to him for treatment.

(iii) State whether the following statement is true or false:
Only horses, cows, and dogs came to see Doctor Dolittle for their sickness.

(iv) How did other animals get to know about Doctor Dolittle?

Ans :

(i) (c) Because they could tell him where the pain was.

(ii) badgers

(iii) False (The extract states, "...not only horses and cows and dogs—but all the little things of the fields..." also came to see him.)

(iv) The animals that he cured went back and told their brothers and friends about him.

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because buns are for eating, not for smelling like a rose!

Calling a smell "funny looking" is a very strange way to put it, and it shows how mixed up everything is in the poem. Usually, we say smells are "good" or "bad," but calling a smell "looking" makes it sound even sillier and more nonsensical, just like the man's actions!

Stanza 5

He then began to sing a song,
And sat down on the ground;
You never heard in all your life
Such a funny feeling sound.

Word Meaning :

1. Began : past tense of begin; started.
2. Sing : to make musical sounds with the voice.
3. Sat down : past tense of sit down; took a seat.
4. Heard : past tense of hear; perceived with the ear.
5. Funny feeling sound : an unusual or strange sound that causes a particular sensation.

Explanation :
After their funny talk about the "rose" (which was actually a currant bun!), the strange man does something else surprising. He starts to 'sing a song and then just sits down on the ground. This shows he's feeling totally relaxed and doesn't care what anyone thinks.

The person telling the story says that in their whole life, they've never heard anything that made them feel so weird! They call it a "funny feeling sound," which means the song wasn't just odd to listen to, but it also made them feel strange inside, maybe a bit confused or a little giddy.

When the poem says "You never heard in all your life," it's 'exaggerating' to show just how incredibly peculiar and unique this song was. It was truly unlike anything they had ever experienced!

Stanza 6

"My friend, why do you wear two hats
Upon your feet?" I said.
He turned the other way about,
And hopped home on his head.

Word Meaning :

1. Wear : to have (something) on one's body as clothing.
2. Turned : moved around a central point.
3. Hopped : moved by jumping on one foot or with both feet at once.

Explanation :
In the last part of the poem, the person telling the story finally asks the strange man about his weird clothes. They even call him "friend" and ask why he has "two hats on his feet"! This shows how confused the speaker is by the man's outfit.

The man doesn't answer with words. Instead, he just turns around and goes all the way home by "jumping and balancing on his head"! This is the strangest thing the speaker sees him do.

The fact that the man doesn't speak is important. It shows he's mysterious and playful. He doesn't need to explain himself; his actions are his way of talking. This makes him even more charming because he's not trying to make sense.

The poem ends by celebrating how 'unique' this man is. He's totally one-of-a-kind, and his last act of hopping on his head shows he doesn't care about what others expect. He's just himself, and the poem wants us to enjoy his wonderful strangeness!

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4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

Look around you for things or people that make you laugh. Write them in the bubbles given below. Share the reasons for your answers with your classmates and the teacher.

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Ans :

Things or people that make me laugh are:

1. **My friend's funny faces:** They're just so silly and unexpected.
2. **My pet doing something clumsy:** Like a dog chasing its tail and spinning around.
3. **A really bad joke:** So bad it becomes funny.
4. **A funny moment in a cartoon:** When a character slips or makes a goofy noise.
5. **When someone slips (but doesn't get hurt!):** It's funny to see someone nearly trip or slide, as long as they're totally fine afterward.
6. **A funny sound or silly voice:** Hearing an unexpected squeak, a weird animal noise, or someone making a goofy voice can be hilarious.

Let us discuss

I. Work in pairs. Identify the true statements. Check your answers with the teacher.

1. The poet says that she had never heard such an amusing song.
2. The funny man was quite ill-mannered.
3. The funny man wore two hats on his feet.
4. The funny man hopped on his head to reach home.
5. The funny man gave a rose to the poet.
6. The funny man smiled at the poet.

Ans :

1. True (Stanza 5: "You never heard in all your life such a funny feeling sound")
2. False (Stanza 2: "His manners were polite")
3. True (Stanza 6: "why do you wear two hats upon your feet?")
4. True (Stanza 6: "hopped home on his head")
5. False (Stanza 3: "He offered a currant bun, not a rose")
6. True (Stanza 2: "He raised the shoe and smiled at me")

II. Identify the words from the poem based on the meanings given.
Share your answers with your classmates and the teacher.

1. a small seedless raisin – C _ R ___ T
2. moved unsteadily – S __ G G ___ D

Ans :

1. currant, 2. staggered.

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III. Complete the following sentences with a reason.

1. The tone of the poem is _____ because _____.
2. The rhyme scheme of the poem is _____; and it gives a _____ quality to the poem.
3. The poet has frequently repeated the word 'funny' in order to _____.

Ans :

1. The tone of the poem is light-hearted/ humorous because the man's absurd actions create comedy.
2. The rhyme scheme of the poem is AABB; and it gives a musical/playful quality to the poem.
3. The poet has frequently repeated the word 'funny' in order to emphasise the man's ridiculous, silly behaviour.

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IV. Choose the correct answer from the options given in the brackets.

1. The poem uses vivid imagery to create a _____ (humorous and nonsensical/ confusing but thought-provoking) scene.
2. The structure of the poem is in _____ (monologue/ dialogue) form.
3. The phrases 'sounding sight' and 'hopped home' are examples of _____. (alliteration/simile)

Ans :

1. The poem uses vivid imagery to create a humorous and nonsensical scene.
2. The structure of the poem is in dialogue form.
3. The phrases 'sounding sight' and "hopped home' are examples of alliteration.

V. Rewrite the following line from the poem in the correct order.

1. But never had I seen before
Such a funny sounding sight.

Sometimes, the poets change the word order (inversion) in a line in order to maintain a rhythm.

Ans :
But never before had I seen such a funny sounding sight.

2. Why has the poet used phrases like 'funny sounding sight' and 'funny feeling sound' with reference to the funny man?

Ans :
The poet uses these phrases to highlight the man's absurdity. "Funny sounding sight" suggests his appearance is so strange it seems to produce sound, while "funny feeling sound" implies his song evokes physical amusement, blending senses for comic effect.

VI. Can you think of any real-world situations where people do similar things for fun, entertainment, or performance? Share with your classmates and the teacher.

Ans :
Just like the funny man in the poem, there are real people who act silly and unexpected to make us laugh!

1. **Circus clowns:** They wear big, crazy clothes and do goofy tricks.
2. **Street performers:** You might see them juggling strange things or balancing in weird ways on the street.
3. **Comedians:** They often use odd objects or do things that don't make sense in their shows to get giggles.
4. **Kids' entertainers:** Sometimes they wear clothes backward or even put shoes on their hands just to be silly for children.
5. **Performance artists:** They create surprising and dream-like acts that don't always follow normal rules.
6. **Mime artists:** They pretend things that aren't there are real, like pulling an invisible rope, which can be very funny.

All these people enjoy breaking the rules in a fun way and doing unexpected things to make others smile and laugh, just like our funny man in the poem!

Let us think and reflect

I. Read the extracts given below and answer the questions that follow.

1. He said, "Allow me to present
Your Highness with a rose."
And taking out a currant bun
He held it to my nose.
I staggered back against the wall
And then I answered, "Well!"

(i) Why does the funny man address the poet as 'Your Highness'?

(ii) Choose a phrase from the extract which indicates a polite request.

(iii) Choose the option which shows a 'currant bun'.



A. Image 1 B. Image 2 C. Image 3 D. Image 4

(iv) Complete the sentence with an appropriate reason.
When the poet says, 'Well!', it expresses surprise. This was so because _____.

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5. How did the poet react to the "rose's" smell?

Ans :
The poet staggered back.

6. What did the funny man do before singing his song?

Ans :
He sat down on the ground.

7. What question did the poet ask the funny man?

Ans :
"Why do you wear two hats Upon your feet?"

8. How did the funny man go home?

Ans :
He hopped home on his head.

9. What poetic device is "funny sounding sight" an example of?

Ans :
It is an example of alliteration.

10. What shape does a diamante poem have?

Ans :
A diamante poem is shaped like a diamond.

Short Answer Type Questions

1. How did the funny man appear as he walked down the street?

Ans :
The funny man appeared unusual, wearing "a shoe upon his head And hats upon his feet" as he walked down the street.

2. What was the poet's initial impression of the funny man's appearance?

Ans :
The poet had "never seen before Such a funny sounding sight", indicating immediate amusement and surprise at his appearance.

3. What specific action did the funny man perform while trying to "present Your Highness with a rose"?

Ans :
While trying to "present Your Highness with a rose," he took out a "currant bun" and held it to the poet's nose.

4. What does the funny man offer the poet instead of a rose?

Ans :
Instead of a rose, the funny man offers the poet a currant bun, holding it to her nose like a flower. He jokingly calls the bun a rose, surprising her with his playful humour. This silly act shows how much he enjoys fun and surprising others, making the moment feel light-hearted.

5. How did the poet react to the smell of the item the funny man presented as a rose?

Ans :
The poet "staggered back against the wall" and remarked, "I never saw a rose with such A funny looking smell".

6. What did the funny man do after the interaction about the unusual "rose"?

Ans :
After the interaction about the unusual "rose", the funny man began to sing a song, And sat down on the ground.

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7. How does the poet react to the currant bun?

Ans :
The poet reacts to the currant bun by staggering back against the wall in surprise. She then cleverly responds, saying she's never seen a "rose" with such a "funny looking smell." By playing along with the man's joke, she shows her amusement and quick wit, enjoying the silly interaction with him.

8. What does the funny man do when asked about his hats?

Ans :
When the poet asks why he wears hats on his feet, the funny man doesn't answer directly. Instead, he turns around and hops home on his head, a ridiculous and funny action. This unexpected response adds to his quirky character, showing his playful nature and leaving the poet with a sense of delight.

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I. Match the phrasal verbs in Column 1 with their correct meaning in Column 2.

	Column 1		Column 2
1.	take up	(i)	to understand or comprehend something
2.	take after	(ii)	to assume control or responsibility for something
3.	take in	(iii)	to begin to study, practice, or do something
4.	take over	(iv)	to become successful or popular quickly
5.	take off	(v)	to resemble or look similar to (usually a family member)

Now, fill in the blanks with suitable phrasal verbs from the table given in I. You may change the tense of the verb, if required.

1. The new technology is set to _____ traditional methods of communication.
2. I tried hard to _____ what the writer wanted to say but was unsuccessful.
3. Arjun decided to _____ painting as a hobby.
4. The smartphone quickly _____ the sales in the market.
5. Sheela _____ her father; they have the same smile.

Ans :

1. – (iii), 2. – (ii), 3. – (i), 4. – (ii), 5. – (iv).

1. The new technology is set to **take over** traditional methods of communication.
2. I tried hard to **take in** what the writer wanted to say but was unsuccessful.
3. Arjun decided to **take up** painting as a hobby.
4. The smartphone quickly **take off** the sales in the market.
5. Sheela **take after** her father; they have the same smile.

II. Match the verbs in Column 1 with any suitable adverbs or prepositions in Column 2. Write their meanings in Column 3. An example has been done for you.

Column 1	Column 2	Column 3
1. look	after, away, up, for, in, on, into, down, off, out	look after: take care of,
2. run		
3. put		
4. break		
5. call		

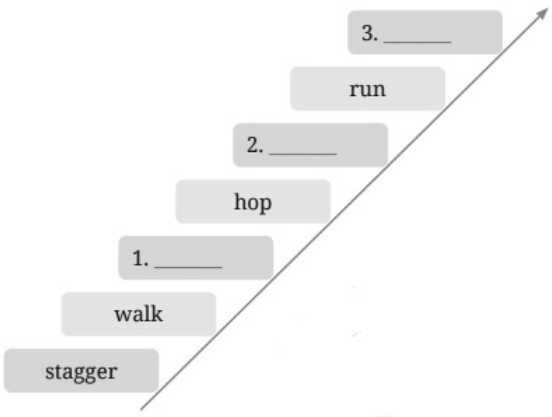
Now, frame sentences of your own using any five phrasal verbs

Ans :

1. look + for = to Search
   I need to look for my lost keys before I leave.
2. run + away = to escape
   The puppy tried to run away when it heard loud fireworks.
3. put + off = to postpone
   They put off the meeting until Tuesday.
4. break + down = to stop working
   The car broke down on the highway.
5. call + off = to cancel
   We called off the picnic due to rain.

III. Read the following words from the poem.
walking, staggered, hopped
The given words denote the different ways of walking. Arrange the words given in the box in increasing order of pace.

sprint, trot, jog



Ans :

1. jog-walk, 2. trot-hop, 3. sprint-run

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18. What quality of the man is highlighted by him raising the shoe and smiling politely?

(A) His sadness

(B) His strange politeness

(C) His anger

(D) His shyness

Ans : (B) His strange politeness

19. What does the speaker mean by saying "You never heard in all your life / Such a funny feeling sound"?

(A) The song was very beautiful

(B) The song was extremely peculiar

(C) The song was boring

(D) The song was too quiet

Ans : (B) The song was extremely peculiar

20. What is the overall tone of the poem?

(A) Serious and sad

(B) Angry and frustrated

(C) Humorous and whimsical

(D) Thrilling and mysterious

Ans : (C) Humorous and whimsical

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Fill in the Blanks

1. The funny man came walking down the street wearing a _____ upon his head and hats upon his feet.
2. When the funny man offered the poet a rose, he actually held a _____ to her nose.
3. The poet "staggered back against the wall" because she found the smell of the "rose" to be _____.
4. The funny man then began to sing a song and sat down on the _____.
5. When asked why he wore hats on his feet, the funny man turned the other way about and hopped home on his _____.

Ans :

1. shoe, 2. currant bun, 3. funny, 4. ground, 5. head.

State Whether True or False

1. The funny man's manners were impolite.
2. The poet had never seen a rose with a "funny looking smell" before.
3. The poet was amused by the funny man's song.
4. The funny man answered the poet's question directly.
5. The poem is a serious and thought-provoking piece.

Ans :

1. False – The poem states, "His manners were polite".
2. True – The poet exclaimed, "I never saw a rose with such A funny looking smell".
3. True – The poem states, "You never heard in all your life Such a funny feeling sound," implying it was amusingly unique.
4. False – Instead of answering, "He turned the other way about, And hopped home on his head".
5. False – The poem uses vivid imagery to create a "humorous and nonsensical" scene.

Assertion and Reason Type Questions

1. Assertion (A): The funny man held a currant bun to the poet's nose, calling it a rose.
Reason (R): He intended to confuse the poet with his unusual actions.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.
The funny man's actions, like presenting a bun as a rose, are consistent with his overall "humorous and nonsensical" character.

2. Assertion (A): The poet called the smell of the currant bun a "funny looking smell."

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7. There were two friends in Bengaluru's lanes,
One loved books, the other flew planes.
They'd laugh and they'd play,
In their own unique way,
Creating stories and flying in dreams' trains.

Ans :
Rhyme scheme: AABBA (lands/ planes, play/way, trains)

II. Follow the structure given below and write a limerick on your own.
Line 1: Introduction of a person or place
There was a child from _____
Lines 2-4: A silly story
Who _____
Line 5: An unexpected ending
She/He _____

Ans :
There was a child from Delhi,
Who ate soup with a spoon,
Then danced in the rain,
And forgot all her pain,
Now she howls at the full moon!

Let us explore

I. In ancient Indian literature and mythology, there are several humorous or funny characters who play important roles in the stories. These characters often represent wit, humour and mischief while conveying deeper moral lessons. Here are a few well-known funny characters:

Tenali Rama Birbal Mullah Nasruddin King Vikramaditya and Betal

Take any story to read and share it with your classmates and the teacher.

Ans :

Tenali Rama and the Black Blanket

Summary: Jealous courtiers challenged Tenali Rama to find something "black but not black". He brought a black cow to court. When they complained it was just black, Tenali Rama pointed to its shadow. He argued the shadow was black but "not black" like a solid object. The Emperor was amazed by his cleverness.

Lesson: Sometimes, the best solutions come from thinking differently and looking beyond the obvious.

II. We can identify the acts of the funny man with certain modernday activities that have playfulness, or unconventional behaviour.

For example:
Street Performers or Clowns: Like the funny man in the poem, modernday street performers or clowns often dress in unusual ways and do unexpected acts to entertain people.
Performance Art or Abstract Theatre: The funny man's actions, such as singing a song and hopping on his head, resemble performance art or abstract theatre, where artists break conventional rules to create thought-provoking, often humorous experiences.
Children's Entertainment and Comedy Shows: The funny man's behaviour is reflected in children's shows to evoke laughter.
In these examples, the common theme is humour, imagination, and defying logic or expectation, which is exactly what the funny man in the poem represents.

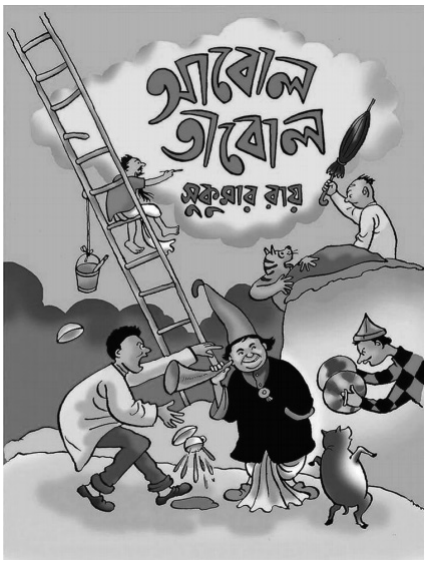
Ans :

1. **Street performers:** Like wearing shoes on head for laughs.
2. **Clown acts:** Similar to offering fake "roses" (like the bun).
3. **Comedy shows:** Use absurd dialogue like the poem.
4. **Children's entertainers:** Do head- stands/ hops like the funny man.

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III. Sukumar Ray, an Indian poet and illustrator, wrote poems in a similar style in his book Abol Tabol.
You may also share a similar poem from your native language with your classmates and the teacher.



Ans :
My native language is Hindi. I'd share a funny poem about a mischievous monkey (बंदर).

बंदर मामा पहन पजामा

बंदर मामा पहन पजामा,

दौड़े-दौड़े आये।

ढीला-ढाला कोट पहनकर,

टोपी भी सरकाये।

दावत खाने जब भी जाते,

ढेर सारे केले खाते।

पेट फूल जाता गोल-मटोल,

फिर भी कहते, 'और दे बोल!'

It's silly because the monkey tries to do human things, like wearing glasses or cooking, and makes a big mess! This is like 'A Funny Man' because it's unexpected and creates a very funny, imaginative picture in your mind.

IV. Read and enjoy the poem.

My Lost Pencil

Oh pencil, dear pencil, where have you gone?
I just had you here a minute at dawn!
You were sharp and perfect, ready to write,
Now you're missing—gone from sight!
Did you roll off my desk? Did you fall to the floor?
Did someone swipe you for sure?
It's always the same, I've lost fifty this year,
By the end of the month, they just disappear!
Next time, I'll tie you with tape or a string,
Because losing my pencils is a real thing.

Ans :
Do it yourself.

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. What unusual item did the funny man wear on his head?
(A) A hat
(B) A shoe
(C) A flower
(D) A cap

Ans : (B) A shoe

2. What did the funny man wear upon his feet?
(A) Shoes
(B) Slippers
(C) Hats
(D) Boots

Ans : (C) Hats

3. How did the man behave when he raised the shoe and smiled at the speaker?
(A) Politely
(B) Rudely
(C) Awkwardly
(D) Confusedly

Ans : (A) Politely

4. What did the speaker say he had never seen before in relation to the man's appearance?
(A) Such a funny looking hat
(B) Such a funny sounding sight
(C) Such a funny dancing style
(D) Such a funny walking pace

Ans : (B) Such a funny sounding sight

5. What did the man offer to present the speaker with?
(A) A gift
(B) A sweet
(C) A rose
(D) A book

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Ans : (C) A rose

6. What did the man actually take out instead of a rose?
(A) An apple
(B) A handkerchief
(C) A flowerpot
(D) A currant bun

Ans : (D) A currant bun

7. Where did the man hold the currant bun?
(A) To the speaker's ear
(B) To the speaker's eye
(C) To the speaker's nose
(D) To the speaker's mouth

Ans : (C) To the speaker's nose

8. How did the speaker react physically when the man held the bun to their nose?
(A) Staggered back against the wall
(B) Clapped hands
(C) Jumped with joy
(D) Stood perfectly still

Ans : (A) Staggered back against the wall

9. What did the speaker say about the "rose" after smelling the bun?
(A) It had a delightful smell
(B) It had no smell at all
(C) It had a funny looking smell
(D) It smelled like a bakery

Ans : (C) It had a funny looking smell

10. What did the man do after holding the bun to the speaker's nose?
(A) He ran away
(B) He stood on the ground
(C) He began to sing a song
(D) He talked to the speaker

Ans : (C) He began to sing a song

11. How did the speaker describe the song the man sang?
(A) A beautiful melody
(B) A funny feeling sound
(C) A loud noise
(D) A pleasant tune

Ans : (B) A funny feeling sound

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12. What question did the speaker ask the man in the end?
(A) Why do you sing so loudly?
(B) Why do you have hats on your feet?
(C) Why do you wear a shoe on your head?
(D) Why do you offer buns as roses?

Ans : (B) Why do you have hats on your feet?

13. How did the man leave or go home?
(A) He walked normally
(B) He ran very fast
(C) He hopped home on his head
(D) He flew away

Ans : (C) He hopped home on his head

14. Which sense is primarily confused in the phrase "funny sounding sight"?
(A) Touch and taste
(B) Sight and hearing
(C) Smell and sight
(D) Hearing and touch

Ans : (B) Sight and hearing

15. What does the man call the speaker when presenting the "rose"?
(A) My friend
(B) You there
(C) Your highness
(D) My dear

Ans : (C) Your highness

16. What kind of bun did the man take out?
(A) A plain bun
(B) A chocolate bun
(C) A currant bun
(D) A cheese bun

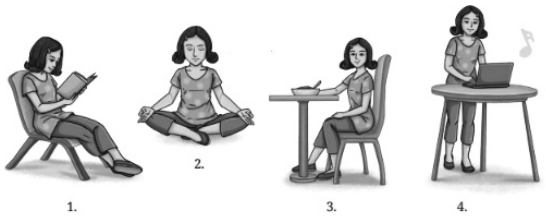
Ans : (C) A currant bun

17. What is the rhyme scheme of the poem?
(A) ABAB
(B) ABCB
(C) AABB
(D) ABCA

Ans : (C) AABB

Let us listen

I. You will listen to a girl narrate a personal incident. As you listen, select the picture related to the narration. (Transcript for the teacher on pg. 88)



Ans :
Picture 3

II.. You will once again listen to the girl narrate a personal incident. As you listen, arrange the events in order of occurrence.

1. Ate lunch
2. Took off shoes
3. Put shoes in the room
4. Laughed at the mistake
5. Placed the plate in the room
6. Prepared for the presentation
7. Put the plate in the kitchen

Ans :
Events in order of occurrence are as follows.

6. Prepared for the presentation
2. Took off shoes
1. Ate lunch
5. Placed the plate in the room
4. Laughed at tile mistake
3. Put shoes in the room
7. Put the plate in the kitchen

Let us speak

Read the joke given below.
A man is talking to God.
The man says, "God, how long is a million years?"
God replies, "For me, it's about a minute."
The man asks, "How much is a million rupees?"
God smiles and replies, "It's less than a rupee for me."
The man quickly requests, "God, may I have a rupee?"
God promptly says, "Wait a minute."
Work in pairs and take turns to tell the joke.
Remember:

- Narrator's voice – your own voice (speak in a matter-of-fact manner)
- Man's voice – change to louder voice (speak with respect)
- God's voice – deep voice (speak in a pleasant tone)

Now, work in pairs to create a joke and tell it in front of the class.

Ans :

1. For the given joke, students should practice:
   Narration in a neutral tone
   Man's lines in a louder, respectful voice
   God's lines in a deep, calm voice
2. For the created joke (student responses will vary; no fixed answer).
   Sample:
   A man buys a parrot who talks like hum.
   Answer:
   One night, a thief breaks into the house. The parrot calls out, "Who's there?" The thief freezes and whispers, "It's just the wind!"
   The parrot replies, "Then why are you taking the TV?"

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Let us write

I. A limerick is a nonsensical and funny verse consisting of five lines. Study the limerick given below and identify the rhyme scheme.

6. There was an Old Man with a beard,
Who said, "It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"
-Edward Lear

Ans :
Rhyme scheme: AABBA (hand/ feared, Hen/ Wren, beard)

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Reason (R): It smelled like an actual rose, which surprised her.

(A) Both A and R are true and R is not the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(C) A is true but R is false.

The poet found the smell "funny" because it was a currant bun, not a rose. If it smelled like a rose, she wouldn't have been surprised by the smell.

3. Assertion (A): The funny man hopped home on his head at the end of the poem.

Reason (R): This action adds to the nonsensical and humorous nature of his character.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.

The funny man's act of hopping home on his head is a highly unconventional and absurd action, perfectly fitting the humorous tone and nonsensical nature of the poem's character.

4. Assertion (A): The poet describes the funny man's appearance as "funny sounding sight."

Reason (R): The funny man's unusual way of dressing, like wearing a shoe on his head and hats on his feet, creates a visual absurdity that is described with a play on words.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.

The phrase "funny sounding sight" is used to describe the man's appearance, which is visually absurd (shoe on head, hats on feet). The poet uses this unusual phrasing to emphasize the humorous and nonsensical nature of his appearance.

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5. Assertion (A): The poet calls the funny man "my friend".

Reason (R): The poet develops a sense of familiarity and casualness with the funny man, despite his unconventional behavior.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.

The poet addresses the funny man as "My friend," showing a friendly, informal tone despite his strange actions, suggesting an acceptance of his eccentricity.

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Very Short Answer Type Questions

1. What did the funny man wear upon his head?

Ans :

He wore a shoe upon his head.

2. What did the funny man wear upon his feet?

Ans :

He wore hats upon his feet.

3. How were the funny man's manners?

Ans :

His manners were polite.

4. What did the funny man offer the poet as a "rose"?

Ans :

He offered a currant bun.

Ans :

(i) He addresses her as "Your Highness' to mock formal politeness in a humorous way.

(ii) "Allow me to present" indicates a polite request.

(iii) B. Image 2 (image 1 is of Bread, image 3 is of Donut and image 4 is of Loaf.)

(iv) the man offered a Currant Bun instead of a rose, which was unexpected.

2. You never heard in all your life
Such a funny feeling sound.
"My friend, why do you wear two hats
Upon your feet?" I said.
He turned the other way about,
And hopped home on his head.

(i) Choose the line from the extract which tells us that the sound was unique.

(ii) Complete the sentence with an appropriate reason.
The poet calls the funny man 'my friend' because _____.

(iii) What does the reaction of the funny man to the poet's question tell us about him?

(iv) Choose the correct option to complete the sentence.
The last line of the extract makes the readers feel _____.
A. dreamy
B. impatient
C. worried
D. cheerful

Ans :

(i) "You never heard in all your life such a funny feeling sound."

(ii) she finds him amusing and non-threatening.

(iii) His reaction shows he enjoys being absurd and doesn't take things seriously.

(iv) D. cheerful

II. Answer the following questions:

1. Which character trait of the funny man was most appealing to you? Why?

Ans :

His playfulness is appealing because it creates joy without logic.

2. The funny man does unusual things in the poem. How does it affect the overall mood of the poem?

Ans :

The funny man does unusual things in the poem. His behaviour creates a light-hearted, humorous mood throughout the poem.

3. What alternative title would you suggest for the poem? Give reason(s) for your choice.

Ans :

I would like to title it as "The Topsy¬Turvy Man" – as it captures his upside-down actions.

4. Why do you think the poet has included dialogues in the poem?

Ans :

The poet has included dialogues in the poem as dialogues make the scene lively and help readers experience the interaction directly.

5. What does the poet wish to convey by highlighting the unusual behaviour of the funny man?

Ans :

The poet highlights the funny man's absurd behaviour to show how breaking conventions can create joy and wonder. Through his illogical antics, the poem celebrates imagination and the freedom to be playfully unconventional.

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Let us learn

Read the following phrases from the poem.
• walking down • taking out • sat down
These are phrasal verbs.

Phrasal verbs are combinations of a verb with a preposition or adverb that together function as a single unit. They often have meanings that are different from the individual words used alone. The same verb followed by different prepositions or adverbs conveys different meanings.

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9. How did the poet describe the unique quality of the funny man's song?

Ans :
The poet described the song by stating, "You never heard in all your life Such a funny feeling sound".

10. What question did the poet directly ask the funny man about his footwear?

Ans :
The poet directly asked, "My friend, why do you wear two hats Upon your feet?".

11. How did the funny man respond to the poet's question about his footwear?

Ans :
Instead of answering to the poet's question about his footwear, the funny man turned the other way about, And hopped home on his head".

12. What is the primary characteristic of the poem's atmosphere, considering the funny man's actions?

Ans :
The primary characteristic of the poem's atmosphere is "humorous and nonsensical", reflecting the funny man's absurd behavior and attire.

13. What is a "diamante poem" based on the definition provided in the chapter?

Ans :
A diamante poem is "a poem that is shaped like a diamond" and uses specific types of words, such as adjectives and -ing words.

Long Answer Type Questions

1. Describe the interaction between the poet and the funny man when he offers a bun.

Ans :
When the funny man offers a bun, he politely presents it as a "rose" to "Your Highness," holding it to her nose. The poet, shocked, staggers back. She wittily replies that she's "never seen a 'rose' with such a 'funny looking smell,'" playing along with his joke. This light-hearted exchange highlights her amusement and ability to engage with his quirky humor, creating a humorous and unexpected moment.

2. How does the funny man's appearance and behaviour create humour in the poem?

Ans :
The funny man's appearance and behaviour create humour through their sheer absurdity. He wears a shoe on his head and hats on his feet, defying normalcy. His polite manners, like raising his shoe to greet "Your Highness," comically contrast with odd actions, such as offering a bun as a rose. Singing a strange song and hopping home on his head further amplifies the silliness, making his unconventional nature a consistent source of laughter throughout the poem.

3. How does the funny man greet the poet politely?

Ans :
The funny man greets the poet politely by raising the shoe on his head, as if tipping a hat, and smiling. Despite his odd appearance, his kind and respectful gesture surprises the poet. This blend of polite action and strange looks creates a humorous and memorable moment, highlighting the poem's light-hearted tone and the unexpected charm of the funny man.

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4. Discuss how the poet uses playful language to make the poem fun and engaging.

Ans :
The poet uses playful language to make the poem fun by blending simple, vivid words with humorous, sensory phrases. Expressions like "funny sounding sight" and "funny looking smell" whimsically mix senses, creating delight. Exaggerated addresses ("Your Highness") and absurd actions ("hopped home on his head") add a lively, silly tone. Clear, amusing imagery, like "currant bun," combined with rhythmic structure and rhymes, keeps the poem bouncy and engaging, inviting readers to enjoy its light-heartedness.

CHAPTER 6

SAY THE RIGHT THING

1. INTRODUCTION

This humorous play, "Say the Right Thing," tells the comical story of Mary, a young girl whose mother tries to teach her proper manners for guests. Mrs. Shaw wants Mary to be polite and say only pleasant things. However, when important guests arrive, Mary's attempts to follow her mother's advice go hilariously wrong. Read along to see the funny blunders Mary makes, causing embarrassment and laughter, as she struggles to "say the right thing" at the right time.

2. SUMMARY

This play is a funny story about a mother, Mrs. Shaw, trying to teach her daughter, Mary, how to be polite when guests visit. Mrs. Shaw tells Mary to tidy up, put her coat away, and reminds her that Mrs. Harding, the wife of a wealthy man, and Mrs. Lee, Mr. Harding's sister, are coming.

Mary is confident that she knows how to talk, but Mrs. Shaw warns her that she "always talk[s] too much" and might "not say the right thing." Mrs. Shaw advises Mary to be kind, say things that will please the guests, laugh a lot, and make them laugh too. She also tells Mary that if everyone stops talking, she should say something to get the conversation going again. Mrs. Shaw also instructs Mary to look sad when the guests are leaving and ask them to "stay a little while longer." Mary confidently promises to remember everything.

However, when Mrs. Harding and Mrs. Lee arrive, Mary makes many embarrassing mistakes. First, she mistakenly talks about Mrs. Harding's "beautiful children," even though Mrs. Harding has no children. Mary also makes rude comments about a banker, not knowing that Mrs. Lee's brother is a banker.

Mary then criticizes Mrs. Best's clothes, unaware that Mrs. Harding wears similar outfits. She also talks about Mrs. Cotter staying in bed and seeing a doctor often, accidentally offending Mrs. Harding and Mrs. Lee who also do these things. Mary even calls Mrs. Grantley "talkative," unaware that Mrs. Lee's mother is also talkative. Finally, she points out a "dirty" dog outside, only for Mrs. Harding to reveal it's their dog, Towzer.

Each time Mary makes a blunder, there is an awkward silence. As the guests prepare to leave, Mary, remembering her mother's advice, asks them to stay. The play highlights the importance of thinking before speaking, especially in social situations.

3. WORD MEANINGS

1. Humorous : causing laughter or amusement; funny.
2. Hilariously : in a very funny way.
3. Blunders : careless mistakes.
4. Embarrasses : makes (the guests) uncomfortable.
5. Wealthy : having a great deal of money, resources, or assets; rich.
6. Gladly : with pleasure; willingly.
7. Pleased : feeling or showing pleasure and satisfaction.
8. Banker : a person who works in a bank.
9. Talkative : tending to talk a great deal.

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Ans :
In the Funny Man's world, a cat might bark at the moon with its tail wagging like a happy dog, then try to chase its own meow.

5. The poet asks, "Why do you wear two hats upon your feet?" If you could ask the Funny Man one more "why" question about his odd choices, what would you ask, and why?

Ans :
If I could ask one more "why" question, I would ask, "Why do you sing songs while sitting on the ground?" I would ask this because most people stand when performing, and sitting on the ground seems like another odd and uncomfortable choice for his performance, adding to his unique and funny character.

Extract Based Questions

1. Read the following extract and answer the questions that follow:

One day a funny kind of man
Came walking down this street
He wore a shoe upon his head
And hats upon his feet.

(i) What was the man wearing on his head?
  (a) A hat
  (b) A shoe
  (c) Nothing
  (d) A crown

(ii) Complete the sentence: The funny man wore _____ upon his feet.

(iii) State whether the following statement is true or false:
The man described in the poem was wearing his clothes in the normal, expected way.

(iv) What two unusual things did the poet notice about the man's attire?

Ans :

(i) (b) A shoe

(ii) hats

(iii) False (The extract states he wore a shoe on his head and hats on his feet, which is the opposite of the normal way.)

(iv) The poet noticed that the man wore a shoe on his head and hats on his feet.

2. Read the following extract and answer the questions that follow:

He raised the shoe and smiled at me,
His manners were polite;
But never had I seen before
Such a funny sounding sight.

(i) How were the man's manners described by the poet?
  (a) Rude
  (b) Strange
  (c) Polite
  (d) Funny

(ii) To greet the poet, the funny man raised the _____ and smiled.

(iii) State whether the following statement is true or false:
The man was ill-mannered and did not greet the poet.

(iv) What oxymoronic phrase does the poet use to describe the peculiar sight?

Ans :

(i) (c) Polite

(ii) shoe

(iii) False (The extract states, "He raised the shoe and smiled at me," and "His manners were polite.")

(iv) The poet uses the phrase "funny sounding sight."

3. Read the following extract and answer the questions that follow:

He said, "Allow me to present
Your Highness with a rose."
And taking out a currant bun
He held it to my nose.

(i) What did the man actually take out to present to the poet?
  (a) A rose
  (b) A currant bun
  (c) A hat
  (d) A shoe

(ii) The man politely addressed the poet as "Your _____."

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Let us discuss

I. Complete the table given below based on Scene I of the play. An example has been done for you. Share your answers with your classmates and the teacher.

Speaker	Words of the Speaker	Reason
Mrs. Shaw	The room looks cleaner now. Put that coat away in your bedroom.	To instruct Mary to keep the room tidy
Mary	You're always telling me to put things away.	
	I'm not a child!	
Mrs. Shaw		To highlight the importance of being kind as a way to ensure Mary says the appropriate things when guests arrive

Ans :

Speaker	Words of the Speaker	Reason
Mrs. Shaw	The room looks cleaner now. Put that coat away in your bedroom.	To instruct Mary to keep the room tidy
Mary	You're always telling me to put things away.	To express frustration at her mother's frequent instructions.
	I'm not a child!	To assert her independence and maturity.
Mrs. Shaw	Say things that will please them.	To highlight the importance of being kind as a way to ensure Mary says the appropriate things when guests arrive

II. Do you think Mary will be able to follow her mother's advice successfully when Mrs. Harding and Mrs. Lee visit? Why or why not?

Ans :

No, I do not think Mary will be able to follow her mother's advice successfully when Mrs. Harding and Mrs. Lee visit. Throughout the play, Mary consistently demonstrates a lack of social understanding and discretion, despite her mother's well-intentioned guidance. She tends to interpret instructions literally or speaks her mind without considering the impact of her words on others' feelings. Her eagerness to talk often overrides any politeness filters, leading her to make awkward and unintentionally offensive comments about Mr. Best, Mrs. Cotter, and even the guests' personal lives. The central conflict of the play revolves around her inability to "say the right thing", culminating in her final blunder of asking the guests to leave instead of stay. Her track record clearly indicates that she struggles to apply the nuanced rules of polite conversation, making it highly probable she will fail to follow her mother's advice successfully during the visit.

Let us discuss

I. Rectify the false statements given below from Scene II of the play.
An example has been done for you. Share your answers with your classmates and the teacher.

1. Mrs. Harding states that they do not like London as it is not the same as Lanfield. **Rectification:** Mrs. Harding states that they like Lanfield very much even though it is not the same as London.
2. Mrs. Harding was pleased to know that Mary was familiar with her children.
3. Mrs. Shaw shared that she liked Mrs. Best as she read a lot of newspapers.
4. Mrs. Harding and Mrs. Shaw agree that wearing a blue dress with a red coat is unfashionable.
5. Mary shares that she finds the dog outside the window cute.

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(iii) State whether the following statement is true or false:
The funny man answered the poet's question clearly before leaving.

(iv) What was the man's reaction when the poet asked him a question?

Ans :

(i) (c) He hopped on his head.

(ii) friend

(iii) False (The extract states that he "turned the other way about, And hopped home on his head," indicating he left without answering.)

(iv) When the poet asked him a question, the man turned the other way and hopped home on his head instead of answering.



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(iii) State whether the following statement is true or false:
The man presented the poet with the rose that he had promised.

(iv) What did the man offer in words, and what did he offer in action?

Ans :

(i) (b) A currant bun

(ii) Highness

(iii) False (He said he would present a rose, but he took out a currant bun instead.)

(iv) In words, the man offered to present a rose, but in action, he presented a currant bun.

4. Read the following extract and answer the questions that follow:

I staggered back against the wall
And then I answered, "Well!
I never saw a rose with such
A funny looking smell."

(i) What was the poet's physical reaction to the man's gesture?
(a) The poet smiled back.
(b) The poet staggered back against the wall.
(c) The poet took the currant bun.
(d) The poet ran away.

(ii) The poet wittily remarked that the "rose" had a "funny looking _____."

(iii) State whether the following statement is true or false:
The poet was annoyed by the man's joke and refused to say anything.

(iv) How did the poet humorously mix up the senses in their reply?

Ans :

(i) (b) The poet staggered back against the wall.

(ii) smell

(iii) False (The extract shows that the poet did answer, making a witty comment to play along.)

(iv) The poet mixed up the senses by commenting on a "looking smell," applying the sense of sight (looking) to the sense of smell.

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5. Read the following extract and answer the questions that follow:

He then began to sing a song,
And sat down on the ground;
You never heard in all your life
Such a funny feeling sound.

(i) What did the man do while he began to sing his song?
(a) He stood up straight.
(b) He walked down the street.
(c) He sat down on the ground.
(d) He hopped on his head.

(ii) The poet describes the song as a "funny _____ sound."

(iii) State whether the following statement is true or false:
The sound of the man's song was ordinary and something the poet had heard before.

(iv) In what way does the poet humorously describe the sound of the song?

Ans :

(i) (c) He sat down on the ground.

(ii) feeling

(iii) False (The poet says, "You never heard in all your life" such a sound, implying it was unique and extraordinary.)

(iv) The poet describes it as a "funny feeling sound," humorously mixing the sense of touch (feeling) with the sense of hearing (sound).

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6. Read the following extract and answer the questions that follow:

"My friend, why do you wear two hats
Upon your feet?" I said.
He turned the other way about,
And hopped home on his head.

(i) How did the funny man travel home?
(a) He walked on his feet.
(b) He hopped on one foot.
(c) He hopped on his head.
(d) He ran down the street.

(ii) The poet addresses the man as "My _____" before asking a question.

10. Dirty : covered or marked with an unclean substance.
11. Practises : performs (an activity) repeatedly or regularly in order to improve or maintain one's proficiency.

4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Work in pairs and discuss.



1. What does 'Athithi Devo Bhava' mean?

Ans :
'Athithi Devo Bhava' is a Sanskrit phrase that means "Guest is God" or "Treat the guest as God." It signifies a highly respectful and hospitable attitude towards guests.

2. Why is it important to be polite to guests?

Ans :
It is important to be polite to guests because it makes them feel welcome, respected, and comfortable. Politeness fosters good relationships, creates a pleasant atmosphere, and reflects well on the host and their family. It aligns with the principle of showing kindness and consideration, as seen in Mrs. Shaw's advice.

II. Choose the statements that display polite behaviour when you have guests at home.

1. Offer the guests a glass of water.
2. Enquire about the well-being of the guests.
3. Ask the guests when they would leave.
4. Comment critically about the habits of guests.
5. Accompany the guests to the door when they leave.

Ans :
The statements that display polite behaviour when we have guests at home are:

1. Offer the guests a glass of water.
2. Enquire about the well-being of the guests.
5. Accompany the guests to the door when they leave.

III. Sometimes you find that a few friends in class are rude while disagreeing with each other on certain issues. Work in groups. How would you deal with such a situation? Share at least three ways in which you can do this.

Ans :
Three ways in which you can deal with a few friends in class who are rude while disagreeing with each other on certain issues.

1. **Intervene calmly and suggest ground rules for discussion:** You could step in and say something like, "Hey guys, I know we all feel strongly about this, but let's try to keep our voices down and focus on the ideas, not on attacking each other. We can disagree respectfully." This helps remind everyone of basic etiquette.
2. **Model polite disagreement yourself:** When it's your turn to speak, demonstrate how to express a differing opinion politely. Use "I statements" (e.g., "I see your point, but I respectfully disagree because…") and focus on the issue rather than personal attacks. Your example might encourage others to follow suit.
3. **Talk to them privately later:** If the rude behavior persists, consider pulling one or both friends aside after class. Explain calmly how their rudeness affects the discussion and makes others uncomfortable. For example, "When you interrupt or raise your voice, it makes it hard for me to focus on the argument and for others to share their ideas." This direct, private feedback can be very effective.

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Mrs. Harding : I stay in bed in the morning myself.

(i) Complete the following sentence suitably.
Mary could spot Mrs. Cotter in the street because _____.

(ii) What does Mary's comment about Mrs. Cotter staying in bed and calling the doctor suggest about her understanding?

A. She is worried about why Mrs. Cotter stays in bed all morning.

B. She is unable to understand why people need medical help.

C. She thinks Mrs. Cotter is scared and lonely for staying in bed.

D. She believes Mrs. Cotter is right to rest and take care of herself.

(iii) How can we say that Mary enjoyed good health?

(iv) Identify whether the following statement is true or false.
Mary might have unintentionally offended Mrs. Harding.

Ans :

(i) she met her in the afternoon, as Mrs. Cotter typically stays in bed during the mornings.

(ii) B. She is unable to understand why people need medical help.

(iii) We can say that Mary enjoyed good health because she states, "I've never been to a doctor in my life."

(iv) True. (Mary's comment about not understanding "women who stay in bed in the morning" directly follows Mrs. Harding's revelation that she herself stays in bed in the morning, making it an unintentional offense.)

II. Answer the following questions.

1. What does Mary's comment about Mr. Best's routine and profession reveal about her viewpoint on bankers and their way of life?

Ans :

Mary's comments reveal her very simplistic and critical viewpoint. She sees Mr. Best's routine of commuting and reading newspapers as a miserable, illogical existence ("What kind of life is that? Why do people do things like that? They do not know how to live."). Furthermore, she generalizes this criticism to his profession, concluding that "bankers can't think," showing a judgmental and narrow understanding of people's lives and occupations.

2. What can we infer about Mary's understanding of polite conversation based on her interactions with the guests?

Ans :

We can infer that Mary has a very superficial and literal understanding of polite conversation. She tries to follow her mother's instructions, but she lacks the empathy, discretion, and social awareness to apply them appropriately. She speaks her mind without considering the feelings of others or the context, leading to repeated awkward and insulting remarks despite her intentions to "say the right thing."

3. What do you think the repeated stage direction 'no one speaks' indicates about the atmosphere in the room when Mary speaks?

Ans :

The repeated stage direction 'no one speaks' indicates an atmosphere of extreme awkwardness, discomfort, and shock. It shows that Mary's comments are so inappropriate or embarrassing that they cause the conversation to a halt. It highlights the tension and the guests' increasing discomfort, contrasting sharply with Mrs. Shaw's desire for a pleasant and flowing conversation.

4. How does Mary's attitude towards the guests change throughout the play?

Ans :

Mary's attitude towards the guests doesn't necessarily change in terms of malice; she seems to genuinely believe she's being helpful or conversational. However, her initial eagerness to participate and show she "can talk very well" gradually gives way to moments of realization (like "Oh, I'm sorry.

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Ans :

1. Mrs. Harding states that they do not like London as it is not the same as Lanfield.
   Rectification: Mrs. Harding states that they like Lanfield very much even though it is not the same as London.
2. Mrs. Harding was pleased to know that Mary was familiar with her children.
   Rectification: Mrs. Harding was not pleased to know that Mary was familiar with her children, as she had no children and Mary's comment was a mistake.
3. Mrs. Shaw shared that she liked Mrs. Best as she read a lot of newspapers.
   Rectification: Mrs. Shaw shared that she liked Mrs. Best as she was a nice woman, not specifically because she read a lot of newspapers. (This was a conversational shift after Mary's offensive comments about bankers who read newspapers).
4. Mrs. Harding and Mrs. Shaw agree that wearing a blue dress with a red coat is unfashionable.
   Rectification: The play does not mention Mrs. Harding and Mrs. Shaw discussing or agreeing on the fashionability of a blue dress with a red coat.
5. Mary shares that she finds the dog outside the window cute.
   Rectification: Mary shares that she sees Mr. Pomeroy on his horse outside the window and criticizes his habits, not that she finds a dog cute.

Let us think and reflect

I. Read the extracts given below and answer the questions that follow.

1. **Mary :** What are you going to talk about?
Mrs. Shaw : I don't know. All kinds of things. One day you'll have to go to some of these houses yourself and talk to the people there.
Mary : I can talk now. I've been able to talk for a long time.
Mrs. Shaw : Yes, that's true. You always talk too much. But does anyone want to hear the things that you say?
Mary : I can talk very well when I like. I'll stay with you today and talk to them when they come.
Mrs. Shaw : Oh, I don't think so. You can go out for a walk. It will be better if you do that.

(i) What does Mrs. Shaw imply when she says, "One day you'll have to go to some of these houses yourself and talk to the people there"?
   A. She believes Mary should start learning about hosting guests then.
   B. She thinks Mary is ready to visit these houses independently.
   C. She wants Mary to develop social skills for the future.
   D. She hopes Mary will avoid these social interactions entirely.

(ii) Complete the following sentence with the correct option from the brackets.
   Mrs. Shaw and Mary are discussing how to _____. (have a polite conversation/ get to know people better)

(iii) Why did Mary insist on staying with her mother when the guests arrived?

(iv) Match the following character traits to the characters in the extract:
   A. eager B. inexperienced C. cautious
   Mary Mrs. Shaw

Ans :

(i) C. She wants Mary to develop social skills for the future.

(ii) Mrs. Shaw and Mary are discussing how to have a polite conversation.

(iii) Mary insisted on staying because she believed she could "talk very well" and wanted to prove her ability to communicate with the guests.

(iv) Mary: eager, inexperienced
Mrs Shaw: caution

2. **Mary :** I saw Mrs. Cotter this afternoon. I met her in the street. No one sees her in the morning because she always stays in bed then. And she's always asking the doctor to go to see her. I can't understand women who stay in bed in the morning. And why must she always ask for the doctor? I've never been to a doctor in my life.

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5. What is the moral of the poem, and how does the funny man's character reflect it?

Ans :
The poem's moral is that embracing individuality and playfulness brings joy. The funny man embodies this by cheerfully wearing a shoe on his head, offering a bun as a rose, and hopping home on his head. His eccentric choices, made without concern for norms, amuse the poet and readers. His polite yet silly interactions, like singing a strange song, demonstrate how his imaginative behavior spreads happiness, reflecting the poem's message of celebrating uniqueness.

6. What role does the poet's clever response to the currant bun play in the poem's humour?

Ans :
The poet's clever response to the currant bun significantly enhances the poem's humour by demonstrating her quick wit and willingness to engage in playful absurdity. Instead of rejecting the "rose" bun, she humorously comments on its "funny looking smell." This witty sensory blend plays along with the funny man's joke, mirroring his quirky style. Her clever reply creates a shared moment of amusement, highlighting a two-way humorous exchange and reinforcing the poem's light-hearted essence.

7. Explain how the funny man's actions in the final stanza add to the poem's playful tone.

Ans :
In the final stanza, the funny man's act of hopping home on his head in response to the poet's question about his hats significantly escalates the poem's playful tone. This absurd and unexpected departure amplifies the silliness, reinforcing his carefree and imaginative nature. His bizarre exit creates a vivid, humorous image that perfectly encapsulates the poem's light-hearted spirit and encourages laughter at his unconventional behaviour.

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Competency Based Questions

1. The Funny Man wore "a shoe upon his head" and hats on his feet. If you met him, what one strange thing would you ask about his clothes, and what silly reason might he give?

Ans :
If I met him, I'd ask, "Why is there a shoe on your head?" He might reply, "Oh, this keeps my clever thoughts from flying away! Hats are too light for brilliant ideas, you see. This shoe helps me think even funnier thoughts!"

2. The Funny Man's actions (like singing a strange song) are compared to street performers. If you were a street performer, what one simple, funny action would you do to make people laugh and surprise them?

Ans :
If I were a street performer, I would stand completely still, pretending to be a statue. Then, when someone walked very close, I would suddenly blink one eye and let out a tiny, soft "Meow!" This would startle them with an unexpected sound from a seemingly still person, making them jump and then laugh at the surprising silliness.

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3. The poet "staggered back against the wall" when the Funny Man held a bun to her nose. Imagine you are offered a glass of water, but someone calls it a "sparkling sky juice." What would be your immediate physical reaction?

Ans :
My immediate physical reaction would be to blink in surprise and maybe tilt my head in confusion. I might also take a small step back, like the poet, because the strange name for something so common would make me curious and a little puzzled about what I was actually being offered, even if it was just water.

4. The poem describes a world where things are mixed up (e.g., "funny sounding sight"). Write a short sentence describing how a common animal might act in a completely mixed-up, funny way if it lived in the Funny Man's world.

I didn't know!") after she inadvertently offends them. Despite these brief moments of recognition, her core struggle to grasp true social etiquette persists, leading to her final, most significant blunder.

5. What do Mrs. Harding's and Mrs. Lee's responses to Mary's blunders during their visit reveal about their characters?

Ans :

Mrs. Harding's and Mrs. Lee's responses reveal their politeness, patience, and increasing discomfort. They mostly react with quiet surprise ("Oh!") or direct, but still restrained, corrections ("I have no children; believe me."). Their decision to cut their visit short and their final glances at Mary suggest a polite but firm desire to escape the awkward situation, indicating they are well-mannered individuals who are simply overwhelmed by Mary's gaffes rather than becoming confrontational.

6. In what way does the play show the importance of knowing how to engage in polite conversation?

Ans :

The play dramatically highlights the importance of knowing how to engage in polite conversation by showcasing the negative consequences when one lacks this skill. Mary's blunders lead to discomfort, embarrassment, and ultimately, the premature departure of the guests, despite her mother's best efforts. It demonstrates that effective communication goes beyond just speaking; it requires empathy, discretion, active listening, and an understanding of social cues to build positive relationships and maintain a pleasant social atmosphere. The play serves as a humorous cautionary tale about the pitfalls of speaking without thinking.

Let us learn

I. Study the following words taken from the text.

humorous, hilariously, coming, beautiful

The given words are made by adding word endings like -ous, -ly, -ing, and -ful to the root words humour, hilarious, come, and beauty. Such word endings are called suffixes.

- humour + -ous
- hilarious + -ly
- come + -ing
- beauty + -ful

Note : the spelling variant when the word ends in 'e' as in 'come' and 'y' as in 'beauty'.

Now, divide the following words from the text as root words and suffixes. Check your answer with the teacher.

gladly	banker	guidance	quietly	walking

Ans :

Word	Root Word	Suffixes
Gladly	Glad	ly
Banker	Bank	er
Guidance	Guide	ance
Quietly	Quite	ly
Walking	Walk	ing

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1. Study the words in Column 1. Match the suffixes in Column 2 with their meanings or purpose in Column 3. Write a few examples for each in Column 4. Share your answers with the teacher.

Column 1	Column 2	Column 3	Column 4
Biology	(i) -logy	A. change to adverb	Sociology
tolerance	(ii) -ance	B. change to plural	
stopped	(iii) -ed	C. a study of	
backward	(iv) -ward	D. change to superlative	
courageous	(v) -ous	E. change to past tense	
quietly	(vi) -ly	F. change to a noun	
toughest	(vii) -est	G. in a certain direction	
tomatoes	(viii) -es	H. change to adjective	

Ans :

i. the meeting starts at 10.00 a.m. in the conference room
Kind of Sentence: Declarative
Punctuation: The meeting starts at 10.00 a.m. in the conference room.

ii. what an exciting adventure it was
Kind of Sentence: Exclamatory
Punctuation: What an exciting adventure it was!

iii. how did you solve the problem so quickly
Kind of Sentence: Interrogative
Punctuation: How did you solve the problem so quickly?

iv. what is the weather forecast today
Kind of Sentence: Interrogative
Punctuation: What is the weather forecast today?

v. how beautiful is the rainbow
Kind of Sentence: Exclamatory
Punctuation: How beautiful is the rainbow!

vi. clean up your room before dinner
Kind of Sentence: Imperative
Punctuation: Clean up your room before dinner.

vii. the children are planning a surprise party for their mom
Kind of Sentence: Declarative
Punctuation: The children are planning a surprise party for their mom.

viii. turn off the music
Kind of Sentence: Imperative
Punctuation: Turn off the music.

Let us listen

I. Mrs. Shaw wanted Mary to learn to say the right thing. You will listen to a conversation between a mother and her son about basic manners. As you listen, fill in the blanks given below by selecting the correct option. (Transcript for the teacher on pg. 89)

1. How did the son behave in the grocery queue?

(i) strangely
(ii) impatiently
(iii) politely

Ans :

(ii) impatiently

2. The mother finally refers to her son as a _____.

(i) polite young man
(ii) responsible son
(iii) grateful person

Ans :

(i) polite young man

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II. You will once again listen to the conversation. As you listen, select four true statements from 1– 7 given below.

1. The mother uses the grocery store incident as an opportunity to teach her son about patience and fairness.
2. The son recognises the value of apologising and understands that it shows he notices others.
3. The son is gradually learning the importance of polite words and actions from his mother's guidance.
4. The mother discourages her son from speaking softly in public, suggesting that people should adjust to his voice level.
5. The son feels that covering his mouth when coughing is only important when he's at home.
6. The son receives all advice readily while understanding its importance.
7. The mother uses praise to support the polite behaviours she wants her son to continue practising.

Ans :

1. The mother uses the grocery store incident as an opportunity to teach her son about patience and fairness. (True)
2. The son recognises the value of apologising and understands that it shows he notices others. (True)

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(v) "Could I _____ to Mrs. Kalpana, who is going to _____ to us about gardening," said Ritu.

(vi)I _____ in a small town, but I often _____ with my relatives in the city.

Ans :

1. looked; see, 2. fetch; bring, 3. study; learn, 4. hear; listen, 5. speak; talk, 6. live; stay.

III. Read the following sentences from the text and underline the verbs.

- They lived in London before.
- I met her in a shop and asked her to come.

As you know, the verbs you have underlined are in simple past tense. (actions that happened in the past or distant past)

Read the following sentence from the text and underline the verb.

She **has been staying** with them for a while.

The verb you have underlined is in present perfect continuous tense.

We use **present perfect continuous** (has/have + been + verb + -ing) to indicate:

The duration of an action that started in the past and continues up to the present moment.

- Mrs. Shaw **has been preparing** the room since the morning for Mrs. Harding and Mrs. Lee's visit.

An action that was ongoing in the recent past, with its results evident now. The focus is on the ongoing activity rather than its completion.

- Mrs. Shaw **has been cleaning** the room since the morning.
  (The room looks spotless now.)
- The students **have been practising** a play about the story.
  (They are rehearsed and ready.)

Ans :

- They lived in London before.
- I met her in a shop and asked her to come.

1. Fill in the blanks using the verbs given in brackets in present continuous or present perfect continuous tense.

The students (i) _____ (organise) a play and setting up the stage. They (ii) _____ (prepare) for weeks to make everything perfect. The performers (iii) _____ (rehearse) every day, and their excitement (iv) _____ (grow). The sound in-charge (v) _____ (test) the microphones to check the sound quality. Everyone (vi) _____ (work) hard, and now the place (vii) _____ (buzz) with energy and excitement.

Ans :

(i) are organising, (ii) have been preparing, (iii) have been rehearsing, (iv) is growing, (v) is testing, (vi) is working, (vii) is buzzing.

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IV. Read the explanation about the kinds of sentences given in the table below.

Kinds of Sentences	Function	Punctuation	Examples from the text
Declarative sentences	to state or convey information	end with a full stop (.)	There's always something to say.
Interrogative sentences	to ask questions	end with a question mark (?)	What shall I do when they want to go?
Exclamatory sentences	to express strong feelings or emotions	end with an exclamatory mark (!)	What beautiful children you have, Mrs. Harding!
Imperative sentences	to give order, command or request	end with a full stop (.)	Put that coat away in your bedroom.

1. Identify the kinds of sentences and punctuate them appropriately.

i. the meeting starts at 10.00 a.m. in the conference room

ii. what an exciting adventure it was

iii. how did you solve the problem so quickly

iv. what is the weather forecast today

v. how beautiful is the rainbow

vi. clean up your room before dinner

vii. the children are planning a surprise party for their mom

viii.turn off the music

13. What advice did Mrs. Shaw give Mary regarding guests leaving?

(A) Ask them to stay longer, like "Must you go? Can't you stay?"

(B) "Must you stay? Can't you go?"

(C) Thank them for coming.

(D) Offer them a gift as they depart.

Ans : (A) Ask them to stay longer, like "Must you go? Can't you stay?"

14. What was Mary's final blunder as the guests were about to leave?

(A) She accidentally locked the door.

(B) She told them they should visit more often.

(C) She said, "Oh, must you stay? Can't you go?"

(D) She offered them outdated magazines.

Ans : (C) She said, "Oh, must you stay? Can't you go?"

15. What is the main moral lesson of the play "Say the Right Thing"?

(A) Always tell jokes to make people laugh.

(B) Silence is always golden.

(C) Guests should never be allowed to talk much.

(D) The importance of thinking before you speak and choosing your words carefully.

Ans : (D) The importance of thinking before you speak and choosing your words carefully.

16. What kind of story is "Say the Right Thing"?

(A) A fairy tale

(B) A detective story

(C) A humorous play

(D) A historical account

Ans : (C) A humorous play

17. Which quality does Mary lack when interacting with the guests?

(A) Politeness

(B) Punctuality

(C) Intelligence

(D) Cooking skills

Ans : (A) Politeness

18. How did Mrs. Shaw try to manage Mary's interruptions and inappropriate comments?

(A) By sending Mary out of the room.

(B) By loudly scolding Mary.

(C) By trying to change the topic quickly.

(D) By laughing along with Mary.

Ans : (C) By trying to change the topic quickly.

19. What does the play suggest about listening?

(A) It's not as important as speaking.

(B) It is crucial to listen carefully before speaking.

(C) Listening is only for adults.

(D) Listening can be done while multitasking.

Ans : (B) It is crucial to listen carefully before speaking.

20. What is the central theme highlighted by Mary's mistakes?

(A) The challenges of hosting parties.

(B) The difficulty of making new friends.

(C) The impact of words and the need for sensitive communication.

(D) The importance of children being seen and not heard.

Ans : (C) The impact of words and the need for sensitive communication.

Fill in the Blanks

1. This is a humorous play in which a mother advises her daughter, _____, to say the right thing at the right time.
2. Mary's mother, Mrs. Shaw, tells her to put her coat away because the room isn't the place for _____.
3. Mrs. Harding is the wife of a _____ man, Mr. Harding.
4. Mrs. Shaw tells Mary that she will always be right if she is _____ to people.
5. When guests are ready to leave, Mary is instructed to ask them to _____ a little while longer.

Ans :

1. Mary Shaw, 2. coats, 3. wealthy, 4. kind, 5. stay.

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3. The son is gradually learning the importance of polite words and actions from his mother's guidance. (True)
4. The mother discourages her son from speaking softly in public, suggesting that people should adjust to his voice level. (False)
5. The son feels that covering his mouth when coughing is only important when he's at home. (False)
6. The sun receives all advice readily while understanding its importance. (False)
7. The mother uses praise to support the polite behaviours she wants her son to continue practising. (True)

Let us speak

As you know

- **Intonation** is the rise and fall of the pitch of tone while speaking.
  Let us learn about sentence stress.
- **Sentence** stress is laying emphasis on certain word(s) in a sentence.
  → The emphasis on particular words helps to convey the meaning and importance of the sentence.
  → **Content words** like book, run, beautiful, quickly, etc., are mostly stressed instead of **function words** like she, in, is, etc., in a sentence.

I. Speak the given declarative sentence aloud.
I saw **Mrs. Cotter** this afternoon.

- Use falling intonation towards end of the sentence as declarative sentences usually have falling intonation.
- Stress the words 'Mrs. Cotter'.

Remember, stress does not mean to say the word louder than others. It means to say a word with more emphasis than others.

Ans :

For the sentence "I saw Mrs. Cotter this afternoon," we know we need to use a falling intonation towards the end, so our voice should go down when we say "this afternoon," like we're finishing a statement. Also, we're practicing to stress the words "Mrs. Cotter" – not by saying them louder, but by giving them a bit more emphasis or prominence so they stand out clearly. We're trying to make "Mrs. Cotter" sound distinct and clear in the sentence.

II. Speak the following declarative sentences with falling intonation and stress the highlighted words.

1. **The** room **looks** cleaner **now**.
2. **You** always **talk** too much.
3. **You** leave **your** clothes **all** over the **house**.

Ans :

1. The room looks cleaner now.
   Falling Intonation: Our voice will go down at the very end, on "now."
   Stress: We need to make "The," "looks," and "now" stand out a little more. It's like we're pointing out "the" specific room, confirming how it "looks," and saying it's clean "now."
2. You always talk too much.
   Falling Intonation: Our voice will go down at the end of "much."
   Stress: We'll emphasize "You" and "talk." This highlights who is talking and what they are doing.
3. You leave your clothes all over the house.
   Falling Intonation: Our voice will go down at the end of "house."
   Stress: We'll give extra push to "You," "your," "all," and "house." This really points out who is leaving whose clothes, that it's everywhere (all over), and where exactly it is.

   We'll remember to make those words clearer and a bit stronger, but not louder than the rest!

III. Work in pairs and speak the following sentences 1–5 aloud, as Mary. Apply stress and falling intonation. Match each of the sentences to the meaning they convey in (i)–(v).

Sentences:

1. **I** didn't hurt anyone today.
2. I **didn't** hurt anyone today.
3. I didn't **hurt** anyone today.
4. I didn't hurt **anyone** today.
5. I didn't hurt anyone **today**.

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Ans :

Column 1	Column 2	Column 3	Column 4
Biology	(i) -logy	C. a study of	Sociology
Tolerance	(ii) -ance	F. Change to a noun	Guidance
Stopped	(iii)-ed	E. change to past tense	Dropped
Backward	(iv) -ward	G. in a certain direction	Forward
Courageous	(v) -ous	H. Change to adjective	Gorgeous
Quietly	(vi) -ly	A. Change to adverb	Softly
Toughest	(vii) -est	D. change to Superlative	Fastest
Tomatoes	(viii)-es	B. change to plural	Potatoes

2. Fill in the blanks using words given in the brackets by adding suitable suffixes.
To communicate (i) _____ (effective), choose your words and topics (ii) _____ (wise). Avoid (iii) _____ (discuss) things you don't know much about or that could upset someone. Remember to be (iv) _____ (respect) towards others, including yourself, and express your (v) _____ (appreciate). Finally, always fee (vi) _____ (response) by replying promptly to communicate.

Ans :
(i) effectively, (ii) wisely, (iii) discussing, (iv) respectful, (v) appreciation, (vi) responsive.

II. Read the highlighted words in the following sentences from the text.

- But does anyone want to hear the things that you say?
- I can't tell you everything.

Select the correct answer.
Is there a difference in the meanings of 'say' and 'tell'? (Yes/ No)

- 'Say' focuses on the message and does not always require a listener.
- 'Tell' focuses on who receives the message and always needs a listener.

Ans :
Yes, 'Say' focuses on the message and does not always require a listener.
Yes, 'Tell' focuses on who receives the message and always needs a listener.

1. Fill in the blanks with suitable words from the sets of words given in the box below. Make changes in the verb forms (tense), if necessary.

- fetch : go somewhere to get something and bring it back
  bring : take something with you to the place you are going
- see : something that we view, whether or not we pay attention
  look : focus your eyes in a certain direction by paying attention
- live : permanent place of residence
  stay : temporary presence in a location as a guest or visitor
- study : spend time learning something as part of formal education
  learn : gain knowledge or skill through study or experience
- speak : express thoughts or ideas aloud, often in formal situations
  talk : engage in informal conversation with someone
- hear : perceive sounds unintentionally through the ears
  listen : pay attention to sounds or spee

(i) I _____ at the photo, but I didn't _____ anyone familiar.
(ii) I'd better go and _____ my mother from the station, and then _____ her home.
(iii) I need to _____ for my mathematics exam this weekend, so I hope to _____ new concepts along the way.
(iv) I can _____ the music from my neighbour's house, but I need to _____ to it carefully to understand the lyrics.

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- Use paragraphs to organise your story and include descriptive language to bring the characters and events to life.

You may refer to the following hints:

- Begin with an introduction: describe Mary and Mrs. Shaw, their relationship and the setting of the story.
- Explain Mrs. Shaw's instructions to Mary before the guests arrive and Mary's confidence in handling the situation.
- Narrate the events when Mrs. Harding and Mrs. Lee visit, highlighting Mary's remarks and the guests' reactions.
- Include key moments of humour and awkwardness to maintain the tone of the play.
- Conclude by commenting on how the visit ended and Mary's impact on the situation.

Ans :

Mary's Unintended Mistakes: A Short Story

Mary was a very talkative girl who lived with her mother, Mrs. Shaw. Their home often had guests. Mrs. Shaw cared a lot about good manners, so she worried about Mary talking too much without thinking first. "One day, you'll have to visit these houses yourself," she often told Mary, meaning Mary needed to learn how to talk better in front of people. But Mary felt very sure of herself. "I can talk easily! I'll stay with you today and talk to them," she said, not knowing she would make mistakes. To avoid problems, Mrs. Shaw even suggested a walk for Mary, hoping to protect their guests, Mrs. Harding and Mrs. Lee, from Mary's kind but clumsy comments.

Even though Mrs. Shaw tried, Mary was there when the ladies arrived. Her mother's words were clear in her mind: "Be kind. Say things that will make them happy." The visit started with polite hellos, but Mary got excited quickly. When she saw Mrs. Harding, she tried to give a compliment: "What beautiful children you have, Mrs. Harding!" But Mrs. Harding just said, "I have no children; believe me." After that, it was very quiet and awkward. Mrs. Shaw quickly changed the subject.

Mary didn't give up. She kept talking, sharing her ideas about Mr. Best, a banker who rode the train and read newspapers. "Bankers can't think!" she declared, not knowing that Mrs. Lee's brother was a banker who did the same things. Another uncomfortable silence fell. Mary quickly said, "Oh, I'm sorry. I didn't know."

As Mary kept talking, the mood in the room became tense. She talked about Mrs. Cotter, saying bad things about her for sleeping in and often seeing the doctor. Mary didn't know that Mrs. Harding also liked to sleep late, and Mrs. Lee visited the doctor a lot. Every simple comment Mary made caused problems. Things got worse when Mary saw Mr. Pomeroy on his horse and said, "Some men like horses more than people, and I wonder why he practices shooting." Mrs. Lee, whose brother also rode horses and practiced shooting, just watched feeling very uncomfortable.

Mary didn't understand why her mistakes were funny or awkward, but everyone else did. Each time Mrs. Shaw tried to change the conversation, Mary would go off track again with another difficult comment. The play often said "no one speaks," showing how long and quiet it was after Mary talked. The atmosphere felt more and more tense, with fake smiles and the guests feeling uneasy.

Finally, Mrs. Harding and Mrs. Lee, who looked less happy than when they came, said it was "getting a little late." Mrs. Shaw, always polite, kindly asked them to stay longer: "Please stay a little longer." But Mary misunderstood or just said what she thought: "Oh, must you stay? Can't you go?" With one last forced smile, the guests left quickly. Mrs. Shaw was left to deal with all the problems Mary caused with her honest but wrong attempts at being polite. This short visit taught Mary an important lesson about the tricky skill of talking to people, a lesson she still needed to learn.

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Let us explore

I. Work in groups. Enact your favourite part of the play.

Points to remember:

- Allot a specific role to each member in the group. For example: director, narrator, and characters
- Include the actions and expressions as indicated in brackets in the play.

Ans :

We've decided our favorite part is the 'very end of the play', when Mrs. Harding and Mrs. Lee are leaving, and Mary says that super funny thing to them.

Here's our plan:

- **Roles:** We'll allot specific roles to everyone. One person will be the 'Director' to help us all know what to do. Another person will be the 'Narrator' to read any parts that aren't dialogue. Then, we'll have people play the Characters: Mary, Mrs. Shaw, Mrs. Harding, and Mrs. Lee.
- **Actions and Expressions:** We'll be extra careful to include all the actions and feelings mentioned in the brackets in the play script, like `[awkward silence]` or `[with a forced smile]`. This will make our enactment much better!

We think this part is really funny and shows exactly why the play is called "Say the Right Thing"!

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II. Find out how people greet guests who visit their homes in different languages. Share it with your classmates and the teacher.

Ans :

You can find out how people greet guests in different languages by asking your family, friends, or looking online.

Some greetings you might find are:

1. **Hindi:** "Namaste" or "Aaiye" (Please come in).
2. **English:** "Welcome!" or "Hello, please come in!"
3. **Bengali:** "Nomoshkar."
4. **Tamil:** "Vannakkam."

You can share these with your classmates and teacher by saying them aloud and explaining what they mean!

III. 'Vasudhaiva Kuṭumbakaṁ' (वसुधैव कुटुम्बकम्) is a Sanskrit phrase which means the world is one family. Vasudha (वसुधा) means Earth; eva (एव) translates to 'is thus' and Kuṭumbakaṁ (कुटुम्बकम्) means 'family'. The phrase originates from ancient Indian texts like the Maha Upanishad and the Hitopadesha.

This saying highlights the interconnectedness of all people, suggesting that humanity is part of a single global family. It encourages unity, cooperation, and treating others with kindness and empathy, regardless of differences in nationality, race, or religion. The message is often used to promote global peace and mutual understanding among diverse cultures and nations. 'Vasudhaiva Kuṭumbakaṁ' was chosen as the theme for the G20 Summit which captured the essence of global unity, common bonds, and shared aspirations for a better future.

Ans :

Students should read, explore, and understand the message. The message of 'Vasudhaiva Kuṭumbakaṁ' is that the whole world is one family, and we should show kindness and unity to everyone.

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. Who is the author of the play "Say the Right Thing"?

(A) Helen Keller

(B) G.C. Thornley

(C) Mark Twain

(D) William Shakespeare

Ans : (B) G.C. Thornley

2. Who are the two guests visiting Mrs. Shaw's home?

(A) Mrs. Best and Mrs. Cotter

(B) Mrs. Grantley and Mr. Pomeroy

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(C) Mrs. Harding and Mrs. Lee
(D) Mary's aunts

Ans : (C) Mrs. Harding and Mrs. Lee

3. What does Mrs. Shaw initially ask Mary to do before the guests arrive?
(A) Prepare tea
(B) Clean the garden
(C) Put her coat away in her bedroom
(D) Read a book quietly

Ans : (C) Put her coat away in her bedroom

4. Why is Mrs. Shaw concerned about Mary talking to the guests?
(A) Mary is usually very shy.
(B) Mary tends to say the wrong things.
(C) Mary complains too much.
(D) Mary might fall asleep during the conversation.

Ans : (B) Mary tends to say the wrong things.

5. What advice does Mrs. Shaw give Mary about making people like her?
(A) Show off her intelligence.
(B) Be kind and say pleasing things.
(C) Remain silent and listen only.
(D) Tell many jokes.

Ans : (B) Be kind and say pleasing things.

6. What was Mary's first blunder when she spoke to Mrs. Harding?
(A) She asked about Mrs. Harding's age.
(B) She complimented Mrs. Harding's "beautiful children" who didn't exist.
(C) She criticized Mrs. Harding's dress.
(D) She spilled tea on Mrs. Harding.

Ans : (B) She complimented Mrs. Harding's "beautiful children" who didn't exist.

7. What was Mrs. Lee's relation to Mr. Harding?
(A) She was his wife.
(B) She was his mother.
(C) She was his sister.
(D) She was his daughter.

Ans : (C) She was his sister.

8. What profession did Mary unintentionally insult, unaware that Mrs. Lee's brother belonged to it?
(A) Bankers
(B) Teachers
(C) Doctors
(D) Farmers

Ans : (A) Bankers

9. What did Mary say about Mrs. Cotter that offended the guests?
(A) That Mrs. Cotter was a great cook.
(B) That Mrs. Cotter stayed in bed and called the doctor too often.
(C) That Mrs. Cotter had a new car.
(D) That Mrs. Cotter sang beautifully.

Ans : (B) That Mrs. Cotter stayed in bed and called the doctor too often.

10. What does Mrs. Shaw tell Mary to do if everyone stops talking?
(A) Go to her room.
(B) Offer more refreshments.
(C) Start singing.
(D) Say something to make them talk again.

Ans : (D) Say something to make them talk again.

11. What was Mary's comment about Mrs. Grantley?
(A) She called her an excellent storyteller.
(B) She called her "too talkative" and not interesting.
(C) She admired her sense of fashion.
(D) She praised her gardening skills.

Ans : (B) She called her "too talkative" and not interesting.

12. What was the impact of Mary's continuous blunders on the guests?
(A) They found her very amusing.
(B) They became more comfortable and relaxed.
(C) They felt embarrassed and uncomfortable.
(D) They ignored her completely.

Ans : (C) They felt embarrassed and uncomfortable

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Meaning conveyed:

(i) I might have done other things but did not hurt anyone.

(ii) I might cause hurt usually, but not anyone on this day.

(iii) The action of hurting anyone did not occur.

(iv) I, specifically, did not hurt anyone, possibly implying someone else might have.

(v) I may have spoken a lot many things but not a single person was hurt.

Ans :

1. **I** didn't hurt anyone today.
   How to say it: We'll put extra emphasis on "I" at the beginning, like 'I' specifically am saying this. Then, our voice will go down at the end of "today."
   Meaning Match: This matches (iv) I, specifically, did not hurt anyone, possibly implying someone else might have.
2. I **didn't** hurt anyone today.
   How to say it: We'll strongly emphasize "didn't," really showing that the action did not happen. Our voice will fall at the end of "today."
   Meaning Match: This matches (iii) The action of hurting anyone did not occur.
3. I didn't **hurt** anyone today.
   How to say it: We'll stress the word "hurt," making it stand out to show that this particular action (hurting) didn't happen. Our voice will go down on "today."
   Meaning Match: This matches (i) I might have done other things but did not hurt anyone.
4. I didn't hurt **anyone** today.
   How to say it: We'll emphasize the word "anyone," making it clear that not even a single person was hurt. Our voice falls at the end.
   Meaning Match: This matches (v) I may have spoken a lot many things but not a single person was hurt.
5. I didn't hurt anyone **today**.
   How to say it: We'll stress "today" at the very end, showing that it specifically didn't happen on this day. Our voice will fall on "today."
   Meaning Match: This matches (ii) I might cause hurt usually, but not anyone on this day.

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IV. Now, speak the given declarative sentence with rising intonation towards the end of sentence and stress the highlighted words.
I saw **Mrs. Cotter** this afternoon.
The rising intonation makes it sound like a question. It asks whether I was the person who actually saw Mrs. Cotter: Did I see Mrs. Cotter this afternoon?

> **Remember:** The way we use stress and intonation in a sentence can change the meaning of what we wish to say if we are not careful.

Ans :

For the sentence "I saw **Mrs. Cotter** this afternoon.":

- **Rising Intonation:** Instead of our voice going down at the end of "afternoon," it will go up! Like when we ask a question. This makes the sentence sound like we're asking for confirmation, like, "Did I really see Mrs. Cotter this afternoon?"
- **Stress:** We still need to give special emphasis to "Mrs. Cotter," making those words clearer and a bit stronger, but still not louder than the rest.

So, when we say it, our voice will lift up at the very end of "afternoon," and "Mrs. Cotter" will be highlighted in our voice. This shows how important stress and intonation are because just changing how we say it turns a normal sentence into a kind of question!

Let us write

Rewrite the play 'Say the Right Thing' as a short story, focusing on Mary's interactions with her mother and the guests.

- Ensure the story captures the main events, character emotions, and humorous moments effectively.

State Whether True or False

1. Mary dislikes dogs, particularly Towzer, because he is always dirty.
2. Mrs. Harding and Mrs. Lee decide to leave because it is getting late.
3. Mary's mother wants to know Mrs. Harding well because she wants more friends in Lanfield.
4. Mary correctly identifies Mrs. Harding's children whom she has seen walking along the road.
5. Mary believes that bankers can't think.

Ans :

1. True – Mary says, "Oh, there's that dog again! It always looks very dirty. I don't like dogs, do you?" and specifically asks about its owner keeping it clean, and Mrs. Harding confirms it's Towzer, their dog.
2. True – Mrs. Harding states, "It's getting a little late. We must go now, Mrs. Shaw."
3. True – Mrs. Shaw states, "I want to know Mrs. Harding well. I want her to ask me to go to their house. There isn't much to do here in Lanfield, and I want to know some more people. I want some more friends here."
4. False – Mary insists she has seen Mrs. Harding's children, but Mrs. Harding strongly denies having any children, stating, "I have no children; believe me."
5. True – Mary states, "But he's only a banker, and bankers can't think."

Assertion and Reason Questions

1. Assertion (A): Mary's mother advised her to laugh a lot and make guests laugh too.
Reason (R): Mary's mother believed that loud laughter always makes a good impression on guests.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(C) A is true but R is false.
Assertion A is true; Mrs. Shaw indeed advised this. Reason R is false; her advice was to "Say things that will please them. Then they'll like you", which implies politeness and pleasantness, not necessarily that 'loud' laughter 'always' makes a good impression.

2. Assertion (A): Mrs. Lee mentioned that her brother, a banker, reads many newspapers.
Reason (R): Bankers always have to read a lot of newspapers to stay informed.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(B) Both A and R are true but R is not the correct explanation of A.
Assertion A is true; Mrs. Lee mentions her brother's reading habit. Reason R is true according to Mary's comment ("Bankers always have to read a lot of newspapers"), but Mary's statement is her opinion, not the 'reason' Mrs. Lee stated it. Mrs. Lee simply states a fact about her brother's habit.

3. Assertion (A): Mary's mother told her not to look glad when guests were ready to leave.
Reason (R): She wanted Mary to show they liked the guests and wanted them to stay longer.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.
Mrs. Shaw directly instructs, "You must look sorry when they want to leave. ... You like them and you want them to stay, and you must let them understand that".

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10. Read the following extract and answer the questions that follow:

MARY : (still looking out of the window) There's Mr. Pomeroy on his horse. He's always talking about horses. He rides a horse every day, and practises shooting. Why must he do that? What have they done to Mr. Pomeroy? Why do some men like horses more than they like people? It's hard to understand men.

MRS. LEE : My brother practises shooting when he has the time, and he rides his horse when he can. He sold his house in London and bought a house here because he wanted to ride and practise shooting.

(i) According to Mrs. Lee, why did her brother move from London?
   (a) To be closer to his family.
   (b) Because he wanted to ride and practise shooting.
   (c) To get a new job.
   (d) Because he did not like living in the city.

(ii) Mary wonders why some men like _____ more than they like people.

(iii) State whether the following statement is true or false:
Mrs. Lee's brother dislikes riding horses and shooting.

(iv) What two activities of Mr. Pomeroy does Mary find hard to understand?

Ans :

(i) (b) Because he wanted to ride and practise shooting.

(ii) horses

(iii) False (Mrs. Lee states, "My brother practises shooting when he has the time, and he rides his horse when he can")

(iv) Mary finds it hard to understand why he "rides a horse every day, and practises shooting".

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at the right time, only for the daughter to hilariously forget and commit blunders when guests arrive.

2. What did Mrs. Shaw ask Mary to do with her coat, and why?

Ans :
Mrs. Shaw asked Mary to "Put that coat away in your bedroom" because "This room isn't the place for coats" and guests shouldn't see it.

3. Who were the two women expected to visit Mrs. Shaw?

Ans :
The two women expected to visit Mrs. Shaw were Mrs. Harding, who was the wife of a wealthy man, Mr. Harding, and Mrs. Lee, Mr. Harding's married sister.

4. What was Mrs. Shaw's primary reason for wanting to know Mrs. Harding well?

Ans :
Mrs. Shaw wanted to know Mrs. Harding well because she wanted Mrs. Harding to invite her to their house and was looking for more friends in Lanfield.

5. What general advice did Mrs. Shaw give Mary about talking to people?

Ans :
Mrs. Shaw advised Mary to be kind, say pleasing things, laugh often, and restart conversations if they paused. She also warned her not to say anything offensive that could make guests angry or uncomfortable.

6. According to Mrs. Shaw's instructions, what should Mary do if everyone stopped talking during the visit?

Ans :
Mrs. Shaw instructed Mary to "say something to make them talk again" if everyone stopped talking, so they wouldn't just "sit here and look at the floor without speaking".

7. How did Mrs. Harding react when Mary claimed to have seen her children?

Ans :
Mrs. Harding firmly corrected Mary, stating, "Oh, I haven't any children." Her response was polite but clearly conveyed her displeasure at Mary's mistaken assumption, creating an awkward and embarrassing moment.

8. What did Mary say about Mrs. Cotter during the visit that caused awkwardness.

Ans :
Mary insensitively remarked that Mrs. Cotter always stays in bed mornings and frequently sees a doctor, expressing disbelief at such habits. This caused awkwardness as Mrs. Harding and Mrs. Lee shared similar circumstances.

9. What was Mary's opinion of bankers, and who did she accidentally offend with her comment?

Ans :
Mary believed bankers "can't think" because they only read newspapers and live dull lives commuting by train. She found their routine boring and didn't respect their profession. With this comment, she accidentally offended Mrs. Lee, whose brother was a banker following a similar routine.

10. What insensitive comment did Mary make about Mrs. Harding's dog, Towzer?

Ans :
Mary commented, "It always looks very dirty. I don't like dogs, do you?" and questioned why its owner didn't keep it clean, not realizing it was Towzer, Mrs. Harding's dog.

11. What instruction did Mrs. Shaw give Mary about guests leaving, and what was the desired effect?

Ans :
Mrs. Shaw told Mary not to "jump out of your chair and look gladly at the door" but to "look sorry" and ask them to "stay a little while longer" , to show she liked them.

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This avoids criticizing their outfit directly, keeping the conversation positive and showing respect for their choices, without giving an opinion I don't truly feel.

5. Mrs. Shaw wants Mary to ask departing guests to "stay a little while longer". Create a short conversation (at least two lines each for Mary and a guest) where Mary tries to make a guest feel valued.

Ans :

Mary: "Oh, Mrs. Harding, must you truly go so soon? Can't you stay a little while longer? The afternoon has flown by!"

Mrs. Harding: "It was very nice, dear Mary, but we really must leave now. Thank you for such a pleasant visit."

Mary: "But it has been such fun having you here! I really do like you so much. We were just talking about so many interesting things!"

Mrs. Harding: "You are very sweet, Mary. We enjoyed our talk too, and your mother has been a wonderful host."

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Extract Based Questions

1. Read the following extract and answer the questions that follow:

MRS. SHAW: The room looks cleaner now. Put that coat away in your bedroom. This room isn't the place for coats. Mrs. Harding and Mrs. Lee will soon be here, and they don't want to see that.

MARY: You're always telling me to put things away.

MRS. SHAW: Yes, I am. You leave your clothes all over the house.

(i) Why does Mrs. Shaw ask Mary to put her coat away?
  (a) Because the coat is dirty.
  (b) Because the room is very small.
  (c) Because guests are expected to arrive soon.
  (d) Because Mary is going out for a walk.

(ii) Mary complains to her mother, "You're always telling me to put _____ away."

(iii) State whether the following statement is true or false:
According to Mrs. Shaw, Mary is a very tidy girl who keeps her clothes in their proper place.

(iv) Who are the two visitors that Mrs. Shaw is expecting?

Ans :

(i) (c) Because guests are expected to arrive soon.

(ii) things

(iii) False (Mrs. Shaw says, "You leave your clothes all over the house".)

(iv) Mrs. Shaw is expecting Mrs. Harding and Mrs. Lee.

2. Read the following extract and answer the questions that follow:

MRS. SHAW: She's the wife of a wealthy man, Mr. Harding. He has just bought a big house in Lanfield. They lived in London before. She's coming to have a talk. I met her in a shop and asked her to come.

MARY : Oh, I've seen her children. They often come along the road. Who's Mrs. Lee?

MRS. SHAW: She's Mr. Harding's sister. She has been staying with them for a while.

MARY : What are you going to talk about?

MRS. SHAW: I don't know. All kinds of things. One day you'll have to go to some of these houses yourself and talk to the people there.

(i) Who is Mrs. Lee?
  (a) Mr. Harding's wife
  (b) Mrs. Shaw's sister
  (c) Mr. Harding's sister
  (d) Mary's teacher

(ii) Mrs. Harding is the wife of a _____ man who has just bought a big house in Lanfield.

(iii) State whether the following statement is true or false:
The Hardings moved to Lanfield from another small town.

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8. Discuss how the play uses Mary's blunders to teach a lesson about polite conversation.

Ans :
The play uses Mary's blunders to teach that polite conversation requires care and awareness to make others feel valued. Mary's mistakes, like assuming Mrs. Harding has children, criticising bankers unaware of Mrs. Harding's brother's profession, and mocking hobbies the guests enjoy, show how thoughtless remarks can offend and create awkwardness. Her final blunder, saying "Can't you go?" instead of asking the guests to stay, humorously underscores her failure to apply her mother's advice. These errors highlight the importance of listening, choosing kind words, and being mindful of others' feelings, teaching that polite conversation builds positive relationships and avoids unintended harm.

9. What is the moral of the play, and how do Mary's actions illustrate it?

Ans :
The moral of the play is that we should think before speaking and choose kind, respectful words to avoid hurting others. Mary's actions illustrate this through her series of blunders, such as praising non-existent children, mocking bankers, and insulting hobbies like horse riding, all of which upset Mrs. Harding and Mrs. Lee. Her final mistake of asking the guests to leave instead of stay shows her failure to follow her mother's advice. These errors demonstrate how careless words can create discomfort, emphasising the need for thoughtful and polite conversation.

Competency Based Questions

1. Mary's mother tells her, "If you stay with me, you may not say the right thing". Why does Mrs. Shaw worry Mary might struggle to be polite?

Ans :
Mrs. Shaw worries because Mary talks "too much" and often says things without thinking. Even if Mary knows polite phrases, her mother fears she lacks the social understanding to use them at the right time or to avoid saying things that might "make them angry". This shows Mary's inexperience in polite conversation despite knowing basic greetings.

2. Mary makes many "blunders" during the guests' visit. Imagine you are Mary and have just offended Mrs. Harding by asking about her "children". Write a short diary entry expressing your embarrassment and what you wish you had said.

Ans :
Dear Diary,
Oh, I feel so silly! I meant to be nice, but Mrs. Harding looked so unhappy when I talked about her children. My cheeks are burning! Mother gave me a stern look. I wish I had just said, "It's nice to meet you," and nothing else. I truly tried to "say the right thing," but it all went wrong. This is harder than I thought!

3. Mrs. Shaw advises Mary to "Laugh a lot, and try to make them laugh too". If you were Mary, and conversation became quiet, what one funny, harmless observation would you make to make guests smile?

Ans :
If the conversation went quiet, I would look at a colourful book on the table and say, "That book looks so exciting, it seems almost ready to jump open and read itself aloud!" This is harmless because it makes fun of an object, not a person, and it's a silly observation that could break the silence and make them chuckle or smile without causing offense.

4. Mary comments negatively on Mrs. Harding's "blue dress with a red coat". If you saw a friend wearing clothes you disliked, what is one polite way to avoid negative comments while still responding?

Ans :
If a friend wore clothes I disliked, I would politely focus on something else, like their accessories or simply ask about their day. For example, I could say, "Oh, I like your new earrings!" or "How are you doing today?"

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Long Answer Type Questions

1. Describe two mistakes Mary makes during the visit and their impact on the guests.

Ans :
First, Mary compliments Mrs. Harding's "beautiful children," unaware that Mrs. Harding has no children, causing an awkward and upsetting moment as Mrs. Harding looks distressed. Second, Mary mocks bankers, not knowing Mrs. Harding's brother is a banker, which offends the guests and creates discomfort. These mistakes make the guests feel embarrassed and unwelcome, turning the visit tense and straining the conversation, as Mrs. Shaw must quickly change topics to ease the situation.

2. Explain how Mary's final mistake when the guests leave adds humour to the play.

Ans :
Mary's final mistake occurs when the guests prepare to leave, and instead of politely asking them to stay longer as her mother advised, she says, "Must you stay? Can't you go?" This reversal of the polite phrase is humorous because it bluntly suggests the guests should leave, completely undermining her mother's efforts to make them feel welcome. The unexpected blunder, combined with the guests' likely shock, adds a comedic climax to the play, highlighting Mary's innocent misunderstanding in a light-hearted way.

3. Why does Mrs. Shaw want the house to be tidy for the guests?

Ans :
Mrs. Shaw wants the house to be tidy to make a good impression on Mrs. Harding and Mrs. Lee. She asks Mary to put away a coat to keep the room neat, as Mrs. Harding is the wife of a wealthy man, and Mrs. Shaw hopes to become friends with her. A tidy house shows respect and helps create a welcoming atmosphere for the visit.

4. What mistake does Mary make about Mrs. Harding's children?

Ans :
Mary mistakenly compliments Mrs. Harding's "beautiful children," saying she saw them on the road. However, Mrs. Harding, looking upset, says she has no children. Mary insists she saw a boy and a girl, making the situation awkward and embarrassing, as her assumption is wrong and upsets Mrs. Harding during the visit.

5. What does Mary say when the guests try to leave?

Ans :
When Mrs. Harding and Mrs. Lee prepare to leave, Mary forgets her mother's advice to politely ask them to stay longer. Instead, she says, "Oh, must you stay? Can't you go?" This rude remark, the opposite of what she was taught, shocks the guests and ends the visit awkwardly, highlighting her failure to speak thoughtfully.

6. How does Mary insult the guests' hobbies?

Ans :
Mary insults the guests' hobbies by mocking horse riding and shooting, unaware that the Harding family moved to Lanfield for these activities. She also criticises dogs, not knowing Mrs. Harding owns the dog she dislikes. These comments, meant to be casual, offend Mrs. Harding and Mrs. Lee, making the visit uncomfortable and showing Mary's lack of care in speaking.

7. How does Mrs. Shaw prepare Mary for the guests' visit, and why is she hesitant to let her stay?

Ans :
Mrs. Shaw prepares Mary by teaching her to be polite, advising her to say kind things that make guests happy, laugh to keep the mood light, start conversations if there's silence, and ask guests to stay longer when they leave, like "Must you go? Can't you stay?" She ensures Mary changes into a clean dress to look presentable. Mrs. Shaw is hesitant because she worries Mary might say the wrong things, as she's young and inexperienced, potentially ruining her chance to befriend Mrs. Harding, the wife of a wealthy man, which is important for social connections.

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(iv) How did Mrs. Shaw arrange the visit with Mrs. Harding?

Ans :

(i) (c) Mr. Harding's sister

(ii) wealthy

(iii) False (The extract states, "They lived in London before")

(iv) Mrs. Shaw "met her in a shop and asked her to come".

3. Read the following extract and answer the questions that follow:

MARY : I can talk very well when I like. I'll stay with you today and talk to them when they come.

MRS. SHAW: Oh, I don't think so. You can go out for a walk. It will be better if you do that.

MARY : Why?

MRS. SHAW: If you stay with me, you may not say the right thing.

MARY : I know the right things to say: "Good afternoon", "How are you?" and things like that. Let me stay today. I can do it very well. I'll show you. Anyone can talk.

(i) What is Mrs. Shaw's primary concern about Mary staying for the visit?
   (a) That Mary will be bored.
   (b) That the guests do not like children.
   (c) That Mary may not say the right thing.
   (d) That Mary is not properly dressed.

(ii) Mary tries to prove she is polite by giving examples like "Good afternoon" and "How are _____?".

(iii) State whether the following statement is true or false:
Mary feels she is not good at talking and prefers to go for a walk.

(iv) What does Mrs. Shaw initially suggest Mary should do when the guests arrive?

Ans :

(i) (c) That Mary may not say the right thing.

(ii) you

(iii) False (Mary insists on staying, saying, "I can talk very well when I like" and "I can do it very well.")

(iv) Mrs. Shaw suggests, "You can go out for a walk".

4. Read the following extract and answer the questions that follow:

MRS. SHAW: I can't tell you everything, but you'll always be right if you're kind to people. Say things that will please them. Then they'll like you. Laugh a lot, and try to make them laugh too. And if everyone stops talking, say something to make them talk again. They don't want to sit here and look at the floor without speaking.

(i) What is Mrs. Shaw's advice to Mary in case the conversation stops?
   (a) To ask the guests to leave.
   (b) To sit quietly and look at the floor.
   (c) To say something to get them talking again.
   (d) To go to her room.

(ii) Mrs. Shaw tells Mary, "You'll always be right if you're _____ to people."

(iii) State whether the following statement is true or false:
Mrs. Shaw instructs Mary to be serious and to avoid laughing during the visit.

(iv) What general rule does Mrs. Shaw give Mary about the kinds of things she should say?

Ans :

(i) (c) To say something to get them talking again.

(ii) kind

(iii) False (Mrs. Shaw's advice is to "Laugh a lot, and try to make them laugh too.")

(iv) The general rule is to "Say things that will please them."

5. Read the following extract and answer the questions that follow:

MRS. SHAW: When they are ready to leave, don't jump out of your chair and look gladly at the door. You must look sorry when they want to leave.

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MARY: What shall I do when they want to go?
MRS. SHAW: Ask them to stay a little while longer. Just say, "Must you go? Can't you stay?" or something like that.

(i) What does Mrs. Shaw tell Mary NOT to do when the guests are leaving?
  (a) Ask them to stay longer.
  (b) Say goodbye to them.
  (c) Look sorry that they are leaving.
  (d) Jump out of her chair and look glad.

(ii) Mary is instructed to ask the guests to stay a little while _____.

(iii) State whether the following statement is true or false:
Mrs. Shaw advises Mary to look happy and pleased when the guests are about to leave.

(iv) What specific question does Mrs. Shaw want Mary to ask the guests when they are ready to depart?

Ans :

(i) (d) Jump out of her chair and look glad.

(ii) longer

(iii) False. Mrs. Shaw tells her, "You must look sorry when they want to leave."

(iv) She wants Mary to ask, "Must you go? Can't you stay?"

6. Read the following extract and answer the questions that follow:

MARY: What beautiful children you have, Mrs. Harding! I've often seen them walking along the road.
MRS. HARDING: Oh, I haven't any children.
MARY: Oh, yes, you have! I've seen them: a little boy and a little girl.
MRS. HARDING: (not very pleased) I have no children; believe me.

(i) What compliment does Mary try to give Mrs. Harding?
  (a) That she has a lovely house.
  (b) That her dress is beautiful.
  (c) That she has beautiful children.
  (d) That she is a very kind person.

(ii) Mrs. Harding was not very _____ when she replied that she had no children.

(iii) State whether the following statement is true or false:
Mrs. Harding was delighted with Mary's comment about her children.

(iv) What was the factual error in Mary's compliment to Mrs. Harding?

Ans :

(i) (c) That she has beautiful children.

(ii) pleased

(iii) False (The stage direction explicitly says she was not very pleased)

(iv) The factual error was that Mrs. Harding did not have any children, even though Mary insisted she had seen them.

7. Read the following extract and answer the questions that follow:

MARY: Oh, Mr. Best! He lives here and he works in London. He goes all the way to London by train every morning, and then he comes all the way back by train every night. He lives in trains! (she laughs) What kind of life is that? Why do people do things like that? They do not know how to live. And he reads two newspapers in the train every day. He never reads a book. But he's only a banker, and bankers can't think.
MRS. LEE: My brother's a banker. He goes to London by train every morning and comes back every night.

(i) What is Mary's opinion about bankers?
  (a) That they are very intelligent.
  (b) That they read a lot of books.
  (c) That they have a wonderful life.
  (d) That they cannot think.

(ii) Mary laughingly says that Mr. Best "lives in _____!" because he travels so much.

(iii) State whether the following statement is true or false:
Mrs. Lee's brother had a very different profession and lifestyle from the one Mary was describing.

(iv) Why was Mary's comment about bankers awkward for Mrs. Lee?

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Ans :

(i) (d) That they cannot think.

(ii) trains

(iii) False (Mrs. Lee's brother was also a banker who travelled to London by train every day, just like the man Mary was making fun of.)

(iv) Mary's comment was awkward because Mrs. Lee's brother was also a banker who had the same routine of travelling to London by train every day.

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8. Read the following extract and answer the questions that follow:

MARY: But have you seen her clothes? She goes out in a blue dress with a red coat over it. (she laughs)

MRS. HARDING: I have a blue dress, and I often put on my red coat at the same time.

MRS. SHAW: (quickly) I like blue dresses and red coats. (No one says anything.)

MARY: I saw Mrs. Cotter this afternoon. I met her in the street. No one sees her in the morning because she always stays in bed then. And she's always asking the doctor to go to see her. I can't understand women who stay in bed in the morning.

MRS. HARDING: I stay in bed in the morning myself.

(i) What particular clothing choice of Mrs. Best's does Mary make fun of?
   (a) A red dress with a blue coat.
   (b) A blue dress with a red coat.
   (c) Staying in bed all morning.
   (d) Having too many clothes.

(ii) Mary expresses that she cannot understand women who stay in _____ in the morning.

(iii) State whether the following statement is true or false:
Mrs. Harding also disapproves of women who stay in bed in the morning.

(iv) In this extract, what are the two habits Mary criticizes that Mrs. Harding herself practices?

Ans :

(i) (b) A blue dress with a red coat.

(ii) bed

(iii) False (Mrs. Harding states, "I stay in bed in the morning myself.")

(iv) Mary criticizes the habit of wearing a blue dress with a red coat and the habit of staying in bed in the morning, both of which Mrs. Harding does herself.

9. Read the following extract and answer the questions that follow:

MARY: (looking out of the window): Oh, there's that dog again! It always looks very dirty. I don't like dogs, do you? Who wants a dog? That dog's always near our house. Why do people keep dogs? Who wants a dog? Why doesn't its owner keep it clean? Have you seen it?

MRS. HARDING: (looking out of the window) Yes, I've seen it. That's Towzer. It's our dog.

(i) What is Mary's primary criticism of the dog she sees outside?
   (a) It barks too much.
   (b) It is always near their house.
   (c) It looks very dirty.
   (d) It is not friendly.

(ii) Mrs. Harding reveals that the dog's name is _____ and that it belongs to them.

(iii) State whether the following statement is true or false:
Mary expresses a deep affection for dogs and wishes she had one.

(iv) What is the embarrassing truth Mrs. Harding reveals about the dog Mary is complaining about?

Ans :

(i) (c) It looks very dirty.

(ii) Towzer

(iii) False (Mary says, "I don't like dogs, do you? Who wants a dog?")

(iv) The embarrassing truth is that the dog Mary is criticizing as being dirty is actually their own dog, Towzer.

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4. Assertion (A): Mary makes several blunders during the guests' visit.
Reason (R): Mary consistently applies her mother's advice to say things that will please the guests and make them laugh.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(C) A is true but R is false.
Mary does make blunders that embarrass the guests and her mother. However, she fails to 'consistently apply' her mother's advice to please the guests; instead, she makes many inappropriate remarks.

5. Assertion (A): Mrs. Shaw initially wanted Mary to go out for a walk instead of staying with the guests.
Reason (R): Mrs. Shaw was concerned that Mary might not "say the right thing" and potentially embarrass her.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
Mrs. Shaw indeed suggested Mary go for a walk because she feared Mary would say something inappropriate and hinder her goal of making new friends.

Very Short Answer Type Questions

1. What advice did Mary's mother give her in the play?

Ans :
Mary's mother advised her to say the right thing at the right time.

2. What did Mrs. Shaw want Mary to put away?

Ans :
Mrs. Shaw wanted Mary to put her coat away.

3. Who was Mrs. Harding's husband?

Ans :
Mrs. Harding's husband was Mr. Harding, a wealthy man.

4. Where did Mrs. Harding and Mr. Harding live before Lanfield?

Ans :
They lived in London before.

5. What did Mary's mother want her to be to people?

Ans :
Her mother wanted her to be kind to people.

6. What should Mary do if everyone stopped talking?

Ans :
Mary should say something to make them talk again.

7. What was Mrs. Harding's reply when Mary said she had beautiful children?

Ans :
Mrs. Harding replied, "Oh, I haven't any children."

8. What did Mary say bankers couldn't do?

Ans :
Mary said bankers can't think.

9. Who was Towzer?

Ans :
Towzer was Mrs. Harding's dog.

10. What did Mrs. Shaw ask the guests to do when they were leaving?

Ans :
Mrs. Shaw asked them to stay a little longer.

Short Answer Type Questions

1. What is the main humorous premise of the play "Say the Right Thing"?

Ans :
The play humorously depicts a mother advising her daughter to say the right thing

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CHAPTER 7

MY BROTHER'S GREAT INVENTION

1. INTRODUCTION

Prepare to meet Anand, a young boy bursting with creative, albeit sometimes chaotic, ideas! In this humorous story, his older sister Anita tells us all about his "great inventions" that often lead to hilarious mishaps. From a "burglar alarm" that soaks his father to a "time machine" that causes unexpected disappearances, Anand's experiments always keep everyone on their toes. Get ready to laugh and be surprised by the adventures that unfold due to his wild imagination and tinkering spirit!

2. SUMMARY

The story is told by Anita, a fourteen-year-old girl, whose younger brother, Anand, fancies himself a scientist and inventor, though his creations often cause trouble. Their latest mishap involved a "burglar alarm" that soaked their father, Papa, the moment he gently opened the front door. This wasn't the first time Anand's "inventions" had caused chaos, as he loves "tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that".

Anand was confident in his plan: the alarm would make a loud "clanging sound" and drop a "water bag" on the thief's head when the door opened gently. As expected, Papa triggered the alarm and got completely soaked and very angry. After this, Anand was quiet for a week.

However, peace didn't last long. After watching a film about a time machine, Anand became obsessed with building one. His room became a noisy mess of wires and springs. His parents tried to stop him, hiding tools and watching kitchen appliances.

One night, when their parents were away, Anita and Anand heard strange noises. It was Boppa, the compound sweeper, who was actually a thief trying to break in. Thinking fast, Anand tricked Boppa, directing him to his own room instead of their father's. Soon, they heard a crash and strange noises, and Anand realized the time machine had been activated. Neighbors arrived, and Boppa was gone, leaving only his scarf near the humming machine. Anand insisted his time machine worked and Boppa had disappeared into the past. Anand, convinced he is a genius, is now planning a new project: a telephone to contact creatures in outer space.

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3. WORD MEANINGS

1. Roared : made a very loud noise.
2. Burglar : a person who breaks into a house or other building to commit theft.
3. Hissed : made a sharp, sibilant sound, often indicating anger or warning.
4. Disappear : to cease to be visible.
5. Racket : a loud and disturbing noise.
6. Sopping : soaking wet.
7. Scowling : having an angry or frowning expression.
8. Grimly : in a very serious, gloomy, or stern manner.
9. Soothing : having a calming or comforting effect.
10. Rigged up : assembled something temporarily.
11. Vanished : disappeared suddenly and completely.

Old Actions	Time Expressions	New Actions
(i) Rohan packed his suitcase.	before, after, by the time, when	He left for the airport.
(ii) We started work.		He arrived in the morning.
(iii) They set up the tents.		The others brought food and medicine.
(iv) The students became quiet.		They heard the teacher coming.
(v) The villagers left the village.		The flood submerged the entire area.

Ans :

(i) Rohan **had packed** his suitcase **before** he left for the airport.

(ii) We had started work **before** he arrived in the morning.

(iii) They had set up the tents **before** the others brought food and medicine.

(iv) The students had become quiet **when** they heard the teacher coming.

(v) The villagers had left the village **by the time** the flood submerged the entire area.

Let us listen

I. You will listen to a conversation between Anita and Toby. Toby is a Martian and is stranded on Earth. He has become Anita's friend. As you listen, choose the true statements from 1–5 given below. (Transcript for the teacher on pg. 136)

1. Toby misses his school.
2. Anita accepts Toby as her friend.
3. Anita asks Toby about one of his facial features.
4. Toby tells Anita that she had a banana for breakfast.
5. Toby shares that he can see much clearer with a closed eye.

Ans :

1. False. 2. True, 3. True, 4. False, 5. True.

II. Listen to the conversation again and fill in the blanks with the exact words you hear.

1. Toby: I miss my _____ and home.
2. Toby: Well, we _____ don't need to eat anything. We get our _____ from the Sun.
3. Anita: Oh! Don't you ever feel like having ice creams and _____?
4. Anita: Okay, tell me one thing. How are you able to see with only_____ eye?
5. Toby: I can see beyond mountains and _____, woods and even _____.

Ans :

1. people, 2. Martians; energy, 3. chocolates, 4. one, 5. clouds; metals.

Let us speak

I. Read the following sentences from the text.

As usual, I had to be involved, though I'd have preferred to finish my novel.

"We're old enough to look after ourselves, Ma," I said.

The word 'though' is pronounced to rhyme with the word 'low'.

The word 'enough' is pronounced to rhyme with the word 'puff'.

In English there are many words ending with –ough, which are pronounced very differently. Listen to the teacher say these words aloud and notice how they are pronounced.

bough	cough	through
dough	thought	plough

Now, work in pairs. Pronounce these words out loud and put them in the correct boxes given below.

Sounds like 'oo'	Sounds like 'off'	Sounds like 'o'	Sounds like 'ow'	Sounds like 'aw'

Share more words that sound similar to the words in the table.

Ans :

Sounds like 'oo'	Sounds like 'off'	Sounds like 'o'	Sounds like 'ow'	Sounds like 'aw'
through	cough trough	dough thought bought	bough plough	ought nought

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58. Sternly : in a serious and strict manner.
59. Half-heartedly : without enthusiasm or energy.
60. Offended : felt upset, annoyed, or resentful by something said or done.
61. Breathed a sigh of relief : expressed relief, typically audibly.
62. Scratching : making a light, scraping sound.
63. Rattle : a rapid succession of short, sharp, hard sounds.
64. Click : a short, sharp sound.
65. Murder story : a fictional account of a murder.
66. Whispered : spoke very softly using one's breath rather than one's vocal cords.
67. Muttered : said something in a low or barely audible voice.
68. Groggily : in a dazed, weak, or unsteady way, especially from illness, intoxication, or sleep.
69. Holler : (informal) to shout loudly.
70. Swung open : opened with a sudden, wide movement.
71. Ruffianly : rough and violent.
72. Gasped : took a short, quick breath in surprise or shock.
73. Indeed : used to emphasize a statement or response.
74. Occupants : people who reside or are present in a place.
75. Leaving the coast clear : (idiom) removing all obstacles or dangers.
76. Evil grin : a malicious or wicked smile.
77. Squeak : a short, high-pitched sound.
78. Brandishing : waving or flourishing (a weapon or other item) as a threat or in anger or excitement.
79. Cudgel : a short, thick stick used as a weapon.
80. Latch : a fastening or lock for a door or gate.
81. Muffled : (of a sound) made fainter or less clear.
82. Eerie : strange and frightening.
83. Whine : a long, high-pitched complaining cry or sound.
84. Howl : a long, loud, mournful cry.
85. Fainter : weaker or less distinct.
86. Clattering : making a continuous loud rattling sound.
87. Unison : (in unison) at the same time.
88. Hastily : with excessive speed or urgency; hurriedly.
89. Puzzled : unable to understand; confused.
90. Cautiously : in a careful and hesitant way.
91. Humming : making a low, continuous, droning sound.
92. Peering : looking carefully or with difficulty at something.
93. Protested : expressed an objection to what someone has said or done.
94. Indulge : allow oneself to enjoy the pleasure of.
95. Intruders : people who enter a place without permission.
96. Dismantled : taken apart.
97. Niggling : a slight feeling of worry or discomfort.
98. Genius : exceptional intellectual or creative power.
99. Contact : communicate with (someone), typically by speaking or writing to them.
100. Outer space : the physical universe beyond the earth's atmosphere.

4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Work in pairs and guess the invention.

1. I am a concept invented by ancient Indian mathematicians. I add value to numbers. Without me, calculations in the modern digital world would be impossible. Who am I?
2. I am an ancient Indian practice, now popular globally. I focus on physical and mental well-being. What am I?

Ans :

1. Zero, 2. Yoga.

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12. Reappeared : appeared again after being out of sight.
13. Hoo-ha : a fuss or commotion.
14. Nerves : (here, got on papa's nerves) to annoy or irritate someone.
15. Frightened : made afraid or anxious.
16. Tinkering : experimenting or fiddling with something in a casual or desultory way, often in an attempt to repair or improve it.
17. Gadgets : small mechanical or electronic devices or tools.
18. Dynamos : electric generators.
19. Planks of wood : long, flat pieces of timber.
20. Inventions : new devices or processes.
21. Rush of thefts : a sudden increase in the number of thefts.
22. Got it into his head : decided or conceived (an idea), often foolishly.
23. Scheme : a large-scale systematic plan or arrangement for attaining some particular object or putting a particular idea into effect.
24. Preferred : liked better than another.
25. Shelling : (here) a severe scolding or punishment.
26. Blueprint : a detailed plan or design.
27. Elaborate : detailed and complicated in design and planning.
28. Tripped off : activated (an alarm or mechanism).
29. Clanging : a loud ringing sound like that of a metal being hit.
30. Loosened : made or became less tight or secure.
31. Loftily : in a superior or arrogant way.
32. Doubts : feelings of uncertainty or lack of conviction.
33. Inventive moods : periods of being very creative and full of new ideas for inventions.
34. Smugly : in a way that shows excessive satisfaction or complacency about oneself or one's achievements.
35. Stealthily : in a cautious and surreptitious manner, so as not to be seen or heard.
36. Sceptical : not easily convinced; having doubts or reservations.
37. Justified : having a good reason for something.
38. Thoroughly : in a thorough manner; completely.
39. Dare : to have the courage to do something.
40. Peace and quiet : a state of calm and tranquility.
41. Wary eye : a watchful or cautious look.
42. Binges : (here) periods of excessive indulgence in an activity.
43. Dismantle : to take (a machine or structure) to pieces.
44. Network : a complex system of interconnected elements.
45. Levers : rigid bars resting on a pivot, used to move a heavy or firmly fixed load.
46. Enormous : very large in size, quantity, or extent.
47. Control switchboard : a panel with switches to control electrical circuits.
48. Savage : (here) a wild or unkempt person.
49. Comb his hair : to tidy one's hair with a comb.
50. Fortnight : a period of two weeks.
51. Frantic : conducted in a hurried, disorganized, and desperate way.
52. Firmly : in a resolute or determined manner.
53. Protested : expressed an objection to what someone has said or done.
54. Glaring : staring in an angry or fierce way.
55. Crestfallen look : sad and disappointed appearance.
56. Sighed : emitted a long, deep, audible breath expressing sadness, relief, tiredness, etc..
57. Reassured : said or did something to remove the doubts or fears of (someone).

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Ans :

4. Anita wakes Anand up, informing him that someone is trying to get into the house.
5. Anand misleads Boppa into entering his room instead of his father's room.
1. The door swings open, and they see Boppa, standing there with an evil grin.
3. Mrs. Sharma, her husband, and Dr. Mohan unlock the door and enter the house to help the children.
2. Boppa is nowhere to be found, but his green scarf is lying near the time machine.

Let us think and reflect

I. Read the extracts given below and answer the questions that follow.

1. Before beginning this story, let me put you in the picture. I am Anita, fourteen years old. My brother Anand, one year younger than me, caused all that hoo-ha with his burglar alarm. The trouble with him is that he thinks he is a scientist. He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.

(i) Complete the following sentence suitably by choosing the correct option from those given in the brackets.
When Anita says, "...let me put you in the picture", she wants to _____ (introduce/summarise) the situation for the benefit of the readers.

(ii) Anand loves 'tinkering' with all sorts of electrical gadgets. This means that he enjoys _____ gadgets.
A. dismantling and creating
B. labelling or naming
C. repairing or improving
D. collecting and displaying

(iii) Which of the following options most suitably describes Anand's personality?
A. methodical and cautious
B. creative and experimental
C. energetic and hasty
D. shy and reserved

(iv) Based on the extract, compare what Anita thinks of her brother Anand with what he thinks of himself.

Ans :

(i) Introduce

(ii) C. repairing or improving

(iii) B. creative and experimental

(iv) Anita finds Anand annoying and impractical, thinking his inventions always cause trouble. On the other hand, Anand sees himself as a scientist and believes in his creativity and inventions.

2. I was about to direct him upstairs, when Anand said quickly, "The one next to this one."

"You silly goose!" I said angrily as soon as the man had gone. "That's your room. He'll come back as mad as mad can be."

"At least it will give us some time to think of something," Anand said. "He'll take a while to locate the light switch. Let's shout." All of a sudden there was a crash followed by a loud scream. More strange noises emerged from the next room—a few muffled thumps, an eerie whine, and a low, humming sound.

(i) Complete the sentence given below with a suitable reason.
Anita was angry with Anand because _____.

(ii) Which action of Anand shows his presence of mind?

(iii) What might be the cause of the strange noises emerging from the next room?
A. The intruder moving furniture around
B. Anand's time machine getting activated
C. The intruder locating the light switch
D. Anand's invention malfunctioning

(iv) Which of the following best describes the atmosphere in this extract?

A. relaxing	B. peaceful
C. tense	D. sad
E. suspenseful	F. joyful
(a) A, D and E	(b) B and F
(c) C and E	(d) Only D

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Ans :

(i) Anita was angry with Anand because he misled the intruder into going into his room instead of their father's.

(ii) Anand showed presence of mind by directing the intruder into a different room to buy them time to think of a solution.

(iii) B. Anand's time machine getting activated

(iv) (c) C and E

II. Complete the table with the suitable traits of the characters based on evidence from the text. Choose the traits given in the box below. An example has been done for you.

creative	curious	careful
responsible	bothersome	confident

Character	Traits	Evidence from the Text
Anand	1. bothersome	And this is not the first time he's got on Papa's nerves or frightened someone half to death in the house.
	2. _____	He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.
	3. _____	"Nothing will go wrong this time. I've planned it out carefully. See the blueprint."
Anita	1._____	"We're old enough to look after ourselves, Ma…"
	2. _____	"But how does the alarm know that a burglar is opening the door?"
	3. _____	"Now clean up this mess before anyone gets home."

Ans :

Character	Traits	Evidence from the Text
Anand	1. bothersome	And this is not the first time he's got on Papa's nerves or frightened someone half to death in the house.
	2. creative	He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.
	3. confident	"Nothing will go wrong this time. I've planned it out carefully. See the blueprint."
Anita	1. responsible	"We're old enough to look after ourselves, Ma…"
	2. curious	"But how does the alarm know that a burglar is opening the door?"
	3. careful	"Now clean up this mess before anyone gets home."

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III. Answer the following questions.

1. What prompted Anand to create the burglar alarm?

Ans :
Anand created the burglar alarm to protect his home from robbers after hearing news about burglaries in the neighborhood.

2. How did Anand's father become the target of the burglar alarm?

Ans :
Anand's father became the target of the burglar alarm when he entered the house without knowing that Anand had installed the alarm, which then went off and startled him.

3. How did Anand's parents and sister react to his ideas?

Ans :
Anand's parents and sister often found his ideas amusing and sometimes annoying, but deep down they were proud of his creativity and intelligence.

4. How did Anand behave when he was on his 'inventing binges'?

Ans :
When Anand was on his 'inventing binges,' he would become completely absorbed in his work, forget about food or sleep, and scatter tools and wires all around the house.

5. Why did Mr. Sharma not believe Anand when he spoke about his time machine?

Ans :
Mr. Sharma did not believe Anand because he thought it was impossible for a young boy to build something as complex as a time machine, and assumed it was just part of his imagination.

6. Give an ending to this story, explaining what might have happened to Boppa.

Ans :
In the end, Boppa was found in the garden, safe and sound. It turned out that he had wandered off during one of Anand's experiments and had fallen asleep under a tree. The family realized Boppa was fine, and Anand promised to test his inventions more carefully in the future.

Let us learn

I. Read the highlighted word in the following sentence.
It's quite simple. The moment the door opens, this alarm is tripped off and makes a **clanging** sound.
Such sound words are called onomatopoeic words.

> **Onomatopoeia** is the use of words that imitate actual sounds of the thing they describe. The 'boom' of a firework exploding, the 'ding-dong' of a bell, the 'pitter-patter' of rain drops, the 'tick-tock' of a clock are all examples of onomatopoeia.

1. Read the sound words used in the story in Column 1. Complete Column 2 by matching expressions from the box given below. An example has been done for you.

> whispered angrily
> constant and loud construction noises
> sudden loud sound of breaking
> a continuous low and soothing sound

	Column 1	**Column 2**
(i)	Crash	sudden loud sound of breaking
(ii)	Humming	
(iii)	Hissed	
(iv)	Hammering, sawing, clattering	

Ans :

	Column 1	**Column 2**
(i)	Crash	sudden loud sound of breaking
(ii)	Humming	a continuous low and soothing sound
(iii)	Hissed	whispered angrily
(iv)	Hammering, sawing, clattering	constant and loud construction noises

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II. Read the highlighted phrase in the following sentence from the text.
Well, that was the end of **peace and quiet** in the house.
The highlighted phrase displays a combination of two words generally used together in a fixed order. Such phrases are called binomials.

> Binomials are expressions consisting of two words, usually linked by a conjunction such as 'and' or 'or' that are commonly used together in a fixed order. The two words convey a single meaning or an opposite.

1. Match the words in Column 1 with the correct pairs in Column 2 to make binomials.

Column 1	Conjunction	Column 2
(i) safe		A. break
(ii) odds		B. cons
(iii) make	and	C. never
(iv) pros	or	D. take
(v) now		E. sound
(vi) give		F. ends

Ans :

Column 1	Conjunction	Column 2
(i) safe		E. safe and sound
(ii) odds		F. odds and ends
(iii) make	and	A. make or break
(iv) pros	or	B. pros and cons
(v) now		C. now or never
(vi) give		D. give and take

2. Complete the following sentences with suitable binomials from 1.

(i) This project will be a _____ moment for our team's success.

(ii) After a long journey, we were relieved to arrive home _____.

(iii) Every friendship works well when there is a balance of _____.

(iv) She organised all the _____ in the cupboard, to make space for new clothes.

(v) Before making a decision, it is important to weigh the _____ carefully.

(vi) This is our final chance to perform on stage, it is _____.

Ans :

(i) This project will be a **make or break** moment for our team's success.

(ii) After a long journey, we were relieved to arrive home **safe and sound**.

(iii) Every friendship works well when there is a balance of **give and take**.

(iv) She organised all the **odds and ends** in the cupboard, to make space for new clothes.

(v) Before making a decision, it is important to weigh the **pros and cons** carefully.

(vi) This is our final chance to perform on stage, it is **now or never**.

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3. Complete the paragraph by using the phrasal verbs given in the box below.

tripped off	let up
turned out	ran out of
rigged up	

It had been raining and we (i) _____ time to set up for the function, so we quickly (ii) _____ some decorations using whatever materials we had. We accidentally (iii) _____ the fire alarm because of the smoke from the bonfire. Thankfully, the rain (iv) _____ just as the guests were arriving, and despite all the chaos, the function (v) _____ to be a huge success.

Ans :

(i) ran out of, (ii) rigged up, (iii) tripped off, (iv) let up, (v) turned out.

III. Read the highlighted expressions in the following sentence from the text.
And this is not the first time he's **got on Papa's nerves or frightened someone half to death** in the house.
The highlighted expressions are called idioms.

An **idiom** is a phrase or expression that has a meaning different from the literal meaning of the individual words. It is like a special saying that people understand in a specific way. For example, 'It is raining cats and dogs' means it's raining very heavily.

Complete the following sentences by filling in the blanks with suitable idioms from the text given in the box below.

leaving the coast clear fell over ourselves get a shelling	get on our nerves frighten me half to death

1. Shekhar knew he would _____ for breaking his mother's favourite flower vase.
2. We _____ trying to help the injured dog and get it to the vet as quickly as possible.
3. Faizy distracted Kanchan, _____ for us to get inside the room to prepare the birthday surprise.
4. The constant power fluctuations during meetings can _____.
5. When I am alone at home, any unexpected loud noise in the night can _____.

Ans :

1. Shekhar knew he would **get a shelling** for breaking his mother's favourite flower vase.
2. We **fell over ourselves** trying to help the injured dog and get it to the vet as quickly as possible.
3. Faizy distracted Kanchan, **leaving the coast clear** for us to get inside the room to prepare the birthday surprise.
4. The constant power fluctuations during meetings can **get on our nerves**.
5. When I am alone at home, any unexpected loud noise in the night can **frighten me half to death**.

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IV. Read the highlighted words in the given sentence.

It **was** indeed the fellow who **had** recently **begun** sweeping out the compounds in our row of houses.

Here we refer to two completed actions—the recent past (new action) and the later past (old action).

1. Underline the verbs in simple past and past perfect tense for the following sentences from the text.

(i) Ma had rushed in to see what the racket was all about and found Papa standing there, sopping wet and scowling.

(ii) Anand had vanished by this time and reappeared only after dinner when Papa had cooled down.

Ans :

(i) Past perfect-had rushed, had found
Simple past- was, found, was, scowling

(ii) Past perfect- had vanished, had cooled down
Simple past- reappeared

2. Fill in the blanks with the simple past or past perfect form of the verbs given in brackets.

(i) After Rohan A. _____ (finish) his homework, he B. _____ (decide) to go for a walk. He C. _____ (leave) the house and D. _____ (realise) he E. _____ (forget) his keys inside.

(ii) By the time we A. _____ (reach) the station, the train B. _____ (already/ leave). We C. _____ (wait) for the next one to arrive.

Ans :

(i) A. had finished, B. decided, C. left, D. realised, E. had forgotten

(ii) A. reached, B. had already left, C. waited

3. Combine the pairs of sentences using the time expressions in the boxes given below and rewrite them using the past perfect tenses. An example has been done for you.

Example: Rohan **had packed** his suitcase **before** he left for the airport.

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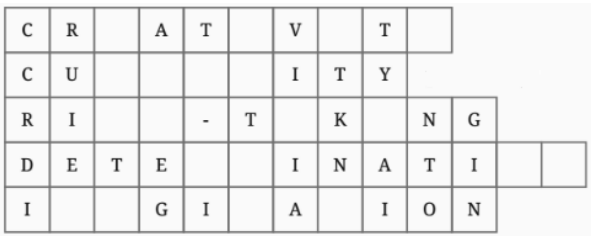
II. Discuss in groups of four what you think the world today would have been like without inventions and discoveries.

Ans :

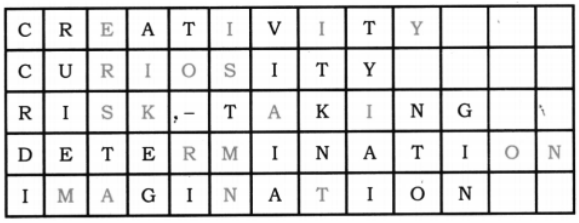
Students should form groups of 4 and lead a discussion on the given topic.

III. Fill the grid given below with missing letters to complete the words.

These words display qualities of an inventor.



Ans :



Let us discuss I

I. Complete the cause-and-effect table given below.

	Causes	Effects
1.	Anand set up his burglar alarm and rigged it to work when the door was opened softly.	
2.		Anita was able to avoid any responsibility as Anand faced the consequences alone.
3.	We watched the movie 'Back to the Future'.	
4.	Papa firmly said 'NO' to trying out the time machine.	

Ans :

	Causes	Effects
1.	Anand set up his burglar alarm and rigged it to work when the door was opened softly.	Papa got wet when he opened the door
2.	Anand's father knew he was the culprit	Anita was able to avoid any responsibility as Anand faced the consequences alone.
3.	We watched the movie 'Back to the Future'.	Anand decided to invent the time machine
4.	Papa firmly said 'NO' to trying out the time machine.	Mother sympathised with Anand

II. Do you think Anand was able to keep his promise regarding the time machine? If yes, why? If no, why not?

Ans :

Yes, Anand was able to keep his promise regarding not doing anything with the time machine. The burglar alarm had already caused great anger to Anand's father, so he was warned against committing such pranks again.

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Let us discuss II

I. Arrange the following events in the correct order of occurrence.

1. The door swings open, and they see Boppa, standing there with an evil grin.
2. Boppa is nowhere to be found, but his green scarf is lying near the time machine.
3. Mrs. Sharma, her husband, and Dr. Mohan unlock the door and enter the house to help the children.
4. Anita wakes Anand up, informing him that someone is trying to get into the house.
5. Anand misleads Boppa into entering his room instead of his father's room.

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II. Read the story given below aloud. Check the correct pronunciation with the teacher.
In spite of a nagging **cough**, the woman continued working in her farm, right **through** the **rough** weather. She filled up the **trough** with water for her cows and **ploughed** the fields to plant the seeds. She then plucked some raw mangoes from a low **bough** of a mango tree to make a spicy chutney. **Though** the day had been **tough**, she smiled peacefully as she had already prepared **dough** to make **enough** rotis for dinner.

Ans :
Do it yourself.

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III. Now try saying this tongue twister fast as many times as you can clearly.
The boy with the tough dough on the rose bough fell in the trough and caught a cough.

Ans :
Do it yourself.

Let us write

I. Think about different vocations that you see around or you are currently studying.
For example: electrician, mechanic, chef, nurse, graphic designer. You may add more vocations to the list given here.



Now, choose a vocation and write a paragraph. You may use the hints given below.

- why you like this vocation
- what training is needed
- what tools and equipment are required
- who would your co-workers be
- highlight the importance of team work
- how you would deal with the customers
- how you plan to pursue it with a sense of pride

Ans :

Chef

I want to become a chef because I enjoy cooking and creating new dishes that bring joy to people. To become a chef, I would need professional training at a culinary school where I can learn cooking techniques, food safety, and presentation skills. A chef uses many tools like knives, blenders, ovens, and other kitchen equipment. My co-workers would include other chefs, sous chefs, kitchen assistants, and waiters. Teamwork is very important in a kitchen because everyone must coordinate to make sure food is prepared and served on time. I would treat customers politely and always be open to feedback to improve their experience. I would pursue this career with pride, always learning and growing, because food connects people and makes special moments even better.

Let us explore

I. Creativity is 'thinking new things'; innovation is 'doing new things' and an invention is 'bringing ideas or objects together in a novel way to create something that did not exist before'. All it takes is a simple idea.
Human beings are naturally very curious and creative, and this has led to many scientific and technological inventions. You must have heard about many famous inventions. Some of them are mentioned below. You may look for the names of more such Indian inventors and their inventions.

- Sushruta (sixth century B.C.), was a pioneer figure in medical science. His innovations in surgery paved the way for modern surgery
- Dr. Janaki Ammal (Padma Shri) was a brilliant woman scientist of India who made a significant contribution to the field of cytogenetics.
- Under the directorship of Dr. A.P.J. Abdul Kalam (Bharat Ratna), Indian Space Research Organisation (ISRO) launched the satellite Rohini in near-earth orbit with India's first Satellite

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(iii) State whether the following statement is true or false:
Anand designed the alarm to activate when the door was opened with great force.

(iv) What two things were supposed to happen when the alarm was "tripped off"?

Ans :

(i) (c) When the door is opened gently.

(ii) water bag

(iii) False (Anand states, "I've rigged it up so that the alarm works only when the door is opened gently.")

(iv) The alarm was supposed to make a clanging sound, and then a water bag was supposed to be loosened and fall on the thief's head.

4. Read the following extract and answer the questions that follow:

Then we saw this film 'Back to the Future'. I don't know if you have seen it, but it's all about a time machine. Well, that was the end of peace and quiet in the house.

My brother decided that he had to make a time machine too. Papa locked up his tool box and hid the key while Ma kept a wary eye on her oven and mixer.

(i) What was the film 'Back to the Future' about?
(a) A burglar alarm
(b) A time machine
(c) A scientist's life
(d) An oven and a mixer

(ii) After watching the film, Anand's brother decided he had to make a _____ too.

(iii) State whether the following statement is true or false:
Anand's parents were very supportive of his new project and gave him all the tools he needed.

(iv) How did Anand's father and mother react to his decision to build a time machine?

Ans :

(i) (b) A time machine

(ii) time machine

(iii) False (The extract states that "Papa locked up his tool box and hid the key while Ma kept a wary eye on her oven and mixer," showing they were not supportive.)

(iv) His Papa reacted by locking up his toolbox and hiding the key, while his Ma kept a wary (cautious) eye on her oven and mixer.

5. Read the following extract and answer the questions that follow:

You can't imagine the noise that was going on—hammering and sawing and clattering. Anand's room, next to our room, was transformed into a network of wires, springs, levers, and bulbs. There was an enormous panel which was to be control switchboard. As for Anand, he went around looking like a savage. When Ma didn't notice, the fellow didn't even comb his hair.

(i) What did Anand's room become while he was inventing?
(a) A quiet study area
(b) A clean workshop
(c) A network of wires, springs, levers, and bulbs
(d) A storage for old books

(ii) While he was inventing, Anand went around looking like a _____ and did not even comb his hair.

(iii) State whether the following statement is true or false:
The process of building the time machine was very quiet and did not disturb anyone.

(iv) What three noises does the narrator mention were part of the invention process?

Ans :

(i) (c) A network of wires, springs, levers, and bulbs

(ii) savage

(iii) False (The extract says, "You can't imagine the noise that was going on—hammering and sawing and clattering.")

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(C) Time machine
(D) Submarine

Ans : (C) Time machine

9. What did the narrator prefer doing instead of helping Anand?
(A) Playing games
(B) Sleeping
(C) Finishing a novel
(D) Going to school

Ans : (C) Finishing a novel

10. What did Anand look like during his invention craze?
(A) Like a scientist
(B) Very neat
(C) Like a savage
(D) Like a movie star

Ans : (C) Like a savage

11. What sound did the narrator first hear at night while reading?
(A) A whistle
(B) A knock
(C) A scratching at the door
(D) A scream

Ans : (C) A scratching at the door

12. What type of story was the narrator reading when the noises began?
(A) Romance
(B) Adventure
(C) Comedy
(D) Murder mystery

Ans : (D) Murder mystery

13. How did Anand react when told someone was at the door?
(A) He ran to open it
(B) He said to holler for help
(C) He ignored it
(D) He called the police

Ans : (B) He said to holler for help

14. What did the intruder wear around his neck?
(A) A tie
(B) A red ribbon
(C) A green scarf
(D) A black mask

Ans : (C) A green scarf

15. Who came to check what was going on after the incident?
(A) Ma and Papa
(B) The police
(C) Sharma Uncle and Dr. Mohan
(D) The neighbours

Ans : (C) Sharma Uncle and Dr. Mohan

16. What was the time machine doing when they entered the room?
(A) Blinking
(B) Glowing brightly
(C) Humming softly
(D) Making loud noises

Ans : (C) Humming softly

17. What did the adults suggest when they couldn't find the man?
(A) He was hiding
(B) The children imagined it
(C) He stole something
(D) He turned invisible

Ans : (B) The children imagined it

18. What argument did the narrator use to prove it wasn't imagination?
(A) The time machine was broken
(B) The door was open
(C) Both he and Anand saw the man
(D) There were footprints

Ans : (C) Both he and Anand saw the man

19. What did Anand suggest might have happened to the man?
(A) He turned into a ghost
(B) He disappeared into the past
(C) He ran out
(D) He hid in the kitchen

Ans : (C) He ran out

20. What was the narrator's warning to Anand at the beginning?
(A) Don't damage the house

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8. What is the moral of the story, and how does Anand's character reflect it?

Ans :
The story's moral is that creativity and imagination, despite potential mistakes, are vital for problem-solving. Anand embodies this. Even when his burglar alarm fails, he persists. His time machine, initially doubted, might have stopped the thief, showcasing his cleverness. Anand's passion for inventing and resilience after setbacks highlight that creative thinking and perseverance are valuable traits, even if outcomes aren't perfect.

Competency Based Questions

1. What values can be inferred from Anita's character, especially how she deals with Anand's inventions?

Ans :
Anita's character shows patience, responsibility, and a cautious nature. She often warns Anand about his inventions but still gets involved to help. Even when annoyed by his messes, she tries to keep things calm and clean up. She also shows care for him, like noticing his "crestfallen look" when Papa scolds him, highlighting her role as a supportive sister.

2. Imagine you are Boppa. Write a short diary entry describing what happened to you on the night you entered Anand's room.

Ans :
Dear diary,
I snuck into the house, thought I was clever! The boy quickly pointed to "the one next to this one." Foolish me, I went in there. Then, a loud crash and a scream! The room started humming and strange noises filled the air! I waved my cudgel, but that machine... it hummed louder and everything went blurry. I don't know where I am now.

3. Anand believed his burglar alarm would work perfectly, but it ended up soaking Papa. What does this incident tell us about the difference between ideas and real-life results in inventions?

Ans :
This incident shows that what an inventor plans in their head doesn't always work in real life. Anand thought his alarm was "simple" and "planned out carefully." But it couldn't tell the difference between a thief and his own father. This highlights that even good ideas need to be thoroughly tested in real situations to see how they truly behave, not just how they are imagined.

4. Anand's parents were going away and made him promise not to touch the time machine. If you were Anand, what two conflicting thoughts would be going through your mind about that promise after they left?

Ans :
If I were Anand, two conflicting thoughts would be: First, annoyance at not being trusted, thinking, "They don't believe in my invention! It's a time machine, not a toy!" Second, an overwhelming urge to test it immediately. I'd think, "It's all ready! How can I wait? Maybe just a tiny, quick try while they're gone? No one would know."

5. At the end, Anand is convinced he is a "genius" and starts a new project about contacting "creatures in outer space." What qualities does this continued behavior show about Anand's spirit as an inventor, despite past failures?

Ans :
Anand's continued behavior shows amazing optimism, strong confidence, and endless creativity. Even though his past inventions failed and others just "smile indulgently," he truly believes in his genius. He quickly moves to a new, big project, proving he has a persistent and imaginative spirit that never gives up on dreaming of the next great discovery, no matter the setbacks.

Extract Based Questions

1. Read the following extract and answer the questions that follow:
"Who put that water bag here?" roared my father from the front doorstep. "Your burglar alarm," I hissed to my brother Anand, who

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(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.

Assertion A is true; Ma "was worried about leaving us alone". Reason R is true; Ma looked at Anand and made him promise "you won't do anything with that time machine till we come back".

4. Assertion (A): Papa was "sopping wet and scowling" when he returned home.

Reason (R): Anand's burglar alarm, designed to work when the door opened gently, mistakenly soaked Papa.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.

Papa was indeed soaked and angry because Anand's burglar alarm, rigged to go off with a gentle door opening, activated when Papa opened the door softly.

5. Assertion (A): Anand's parents locked up his toolbox and kept a wary eye on the kitchen gadgets after he decided to build a time machine.

Reason (R): Anand had a habit of taking apart household gadgets to collect parts for his inventing binges.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.

Anand's parents took these precautions precisely because he would "take apart all the gadgets in the house to collect parts" during his inventing sprees.

Very Short Answer Type Questions

1. Who is the narrator of this story?

Ans :

Anita is the narrator.

2. What did Anand rig up at the front doorstep?

Ans :

He rigged up a burglar alarm.

3. How did Papa feel after encountering the burglar alarm?

Ans :

Papa was sopping wet and scowling.

4. What does Anand think he is?

Ans :

Anand thinks he is a scientist.

5. What film did Anand and Anita see recently?

Ans :

They saw the film 'Back to the Future'.

6. What was Anand's room transformed into during his inventions?

Ans :

It transformed into a network of wires, springs, and levers.

7. How long did Anand's frantic activity for the time machine last?

Ans :

It lasted a fortnight.

8. What did Anand promise his mother about the time machine?

Ans :

He promised not to do anything with it till they returned.

9. Who was Boppa?

Ans :

Boppa was the fellow sweeping the compounds.

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10. What did Anand point to on the floor after the incident?

Ans :
He pointed to Boppa's green scarf.

Short Answer Type Questions

1. What was Anand's first major invention in the story?

Ans :
Anand's first major invention was a burglar alarm at the front doorstep. It was ingeniously rigged to douse intruders with a water bag, creating a significant commotion and unexpected splash upon activation.

2. How did Papa react when he first encountered Anand's burglar alarm?

Ans :
Papa reacted with furious roaring from the front doorstep. He was left completely sopping wet and scowling after Anand's clever burglar alarm, a water bag, dropped directly onto him.

3. How does the narrator, Anita, describe her brother Anand's inventive nature?

Ans :
Anita describes Anand as someone who "thinks he is a scientist" and loves "tinkering with all sorts of electrical gadgets" to create inventions that "never work out as they are supposed to".

4. What was the unique way Anand's burglar alarm was designed to trigger?

Ans :
The burglar alarm was uniquely designed to trigger "only when the door is opened gently", rather than with force, to detect a stealthy thief.

5. What inspired Anand to start building a time machine?

Ans :
Anand was inspired to build a time machine after he and Anita watched the film 'Back to the Future', which was "all about a time machine".

6. How did Anand's parents try to control his inventing binges for the time machine?

Ans :
Papa "locked up his tool box and hid the key", while Ma "kept a wary eye on her oven and mixer", as Anand would take apart household gadgets for parts.

7. What promise did Anand reluctantly make to his mother about the time machine?

Ans :
Anand reluctantly promised his mother that he "won't do anything with that time machine till we come back" from Kharagpur, feeling "offended at this lack of respect".

8. Who was the "ruffianly fellow" who entered the house, and what did he carry?

Ans :
The "ruffianly fellow" was Boppa, the compound sweeper. He entered the house, brandishing his "cudgel" and wearing a green scarf.

9. How did Anand cleverly misdirect the intruder, Boppa, away from his father's room?

Ans :
When Boppa asked for his father's room, Anand quickly misdirected him by saying, "The one next to this one," which was actually Anand's own room.

10. What was the ultimate fate of Boppa, according to Anand, and what happened to the time machine?

Ans :
Anand insists Boppa "disappeared into the past" because his time machine worked. The machine itself was "dismantled because Papa thought it wasn't safe".

Long Answer Type Questions

1. Describe how Anand and Anita react when Boppa breaks into their house.

Ans :
When Boppa breaks in, Anita wakes Anand, both finding the sweeper with a stick. Scared,

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Anita sees him demand their father's room. Anand, quick-thinking, directs Boppa to his own room with the time machine. Their reactions show fear but also resourcefulness: Anita's warning and Anand's use of his invention highlight their attempts to protect their home during the frightening intrusion.

2. What inspired Anand to build a time machine?

Ans :

Anand was inspired to build a time machine after watching the movie Back to the Future. Captivated by time travel, he transformed his room into a chaotic lab of wires and bulbs. Despite his parents' attempts to deter him by locking toolboxes and guarding appliances, his unyielding passion for inventing drove him to create this ambitious and complex gadget.

3. How does Anand's burglar alarm reflect his creative spirit, and what problems does it cause?

Ans :

Anand's burglar alarm reflects his creative spirit as he invents it from simple materials to deter thieves. His imaginative solution, a water bag drop, showcases his enthusiasm. However, the alarm's flaw—inability to distinguish family—causes a humorous disaster, drenching his father. This mishap embarrasses the children and frustrates their mother, temporarily halting Anand's inventing. Despite problems, it highlights his bold creativity and willingness to learn.

4. Why does Anand's time machine experiment cause tension in the family, and how does it lead to the burglary incident?

Ans :

Anand's time machine creates tension because his parents fear its impracticality and dangers. His chaotic lab, despite their efforts to stop him, causes friction. This indirectly leads to the burglary; to avoid arguments, parents leave the children home alone. That night, Boppa breaks in. Anand directs him to the time machine room, leading to mysterious noises and Boppa's disappearance, showcasing the experiment's unexpected consequences and Anand's bold creativity.

5. How does Anand's quick thinking during the burglary show his resourcefulness, and what is the outcome?

Ans :

Anand's quick thinking during the burglary reveals his resourcefulness. When Boppa breaks in, Anand smartly directs him to his time machine room instead of his father's, protecting his family. Mysterious sounds follow, and only Boppa's scarf is found. Anand believes the machine sent Boppa back in time, while adults assume escape. This outcome highlights Anand's cleverness and resourcefulness, using his invention ingeniously in a crisis.

6. Why is the mystery of Boppa's disappearance important to the story's humour and excitement?

Ans :

Boppa's disappearance adds humour and excitement by blending Anand's quirky invention with a thrilling twist. The crashes and eerie sounds from the time machine, followed by only Boppa's scarf remaining, create suspense. The mystery—did he time travel or escape?—fuels humour through Anand's firm belief against adult skepticism. This unexpected shift from burglary to potential time travel heightens the playful tone, showcasing Anand's creative spirit and making the story memorable.

7. Explain the mysterious events surrounding the time machine during the burglary.

Ans :

During the burglary, after Anand sends Boppa into his room, mysterious events unfold. Loud crashes, humming, and eerie noises emanate from the time machine's location. When neighbors investigate, only Boppa's green scarf remains on the floor; he's nowhere to be found, yet the machine quietly hums. This leaves his disappearance unexplained: adults believe he fled, while Anand insists the time machine sent him to the past.

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Launch Vehicle in 1980 (the project was named 'SLV-III').

- Dr. Narinder Singh Kapany (Padma Vibhushan) is known as Father of Fibre Optics. He played a pivotal role in inventing fibre optics. He was named one of the seven 'Unsung Heroes of the Twentieth Century' for his invention.

Ans :

Here are five more Indian inventors and their important inventions we found:

1. Sir C.V. Raman: Discovered the "Raman Effect" (how light changes when it passes through things).
2. Jagadish Chandra Bose: Invented things in "radio and microwave technology", and the "crescograph" (to measure plant growth).
3. Homi J. Bhabha: Known as the "Father of India's Nuclear Programme".
4. S. Chandrashekar: Discovered the "Chandrashekar Limit" (about how stars behave).
5. M. Visvesvaraya: A great engineer who designed important "dam and flood protection systems".

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. What inspired Anand to build a burglar alarm?

(A) A movie he watched

(B) A dream he had

(C) A recent string of thefts in the colony

(D) A suggestion from his teacher

Ans : (C) A recent string of thefts in the colony

2. What does Anand love using to sound professional?

(A) Technical words like "blueprint"

(B) Expensive gadgets

(C) Scientific books

(D) Long speeches

Ans : (A) Technical words like "blueprint"

3. How did the narrator feel about helping Anand with his invention?

(A) Excited

(B) Uninterested and reluctant

(C) Eager to assist

(D) Nervous but hopeful

Ans : (B) Uninterested and reluctant

4. What did Anand usually do during his inventing sprees?

(A) Read books

(B) Cook food

(C) Dismantle household gadgets

(D) Watch television

Ans : (C) Dismantle household gadgets

5. Why did Papa lock up his toolbox?

(A) To keep it clean

(B) To prevent Anand from taking tools

(C) To organize it

(D) Because it was broken

Ans : (B) To prevent Anand from taking tools

6. What precaution did Ma take when Anand was inventing?

(A) She encouraged him

(B) She left the house

(C) She watched over her oven and mixer

(D) She helped him collect parts

Ans : (C) She watched over her oven and mixer

7. How was Anand's room described during his invention phase?

(A) Spotless and quiet

(B) Neatly arranged

(C) A noisy mess full of wires and bulbs

(D) Closed for repairs

Ans : (C) A noisy mess full of wires and bulbs

8. What unusual device did Anand try to build?

(A) Rocket

(B) Robot

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was getting ready to disappear from the house. Ma rushed in to see what the racket was all about and found Papa standing there, sopping wet and scowling.

(i) What was Papa's condition when Ma rushed in?
  (a) He was laughing loudly.
  (b) He was dry and calm.
  (c) He was sopping wet and scowling.
  (d) He was trying to fix the alarm.

(ii) The narrator, Anita, hissed to her brother that the invention was his "_____ alarm."

(iii) State whether the following statement is true or false:
Papa was pleased with the water bag invention and wanted to thank Anand.

(iv) What was Anand's reaction when he heard his father roaring?

Ans :

(i) (c) He was sopping wet and scowling.

(ii) burglar

(iii) False (The text states that Papa "roared" and was "scowling," indicating he was angry.)

(iv) Anand's reaction was to get ready to disappear from the house.

2. Read the following extract and answer the questions that follow:

My brother Anand, one year younger than me, caused all that hoo-ha with his burglar alarm. And this is not the first time he's got on Papa's nerves or frightened someone half to death in the house. The trouble with him is that he thinks he is a scientist. He loves tinkering with all sorts of electrical gadgets, tools, dynamos, planks of wood, and things like that. And he keeps creating 'inventions' that never work out as they are supposed to.

(i) According to the narrator, what is the main "trouble" with her brother Anand?
  (a) He is one year younger than her.
  (b) He gets on Papa's nerves.
  (c) He thinks he is a scientist.
  (d) He is afraid of electrical gadgets.

(ii) Anand loves _____ with all sorts of electrical gadgets and tools.

(iii) State whether the following statement is true or false:
Anand's inventions always work out perfectly as he plans them.

(iv) What kind of things does Anand enjoy tinkering with?

Ans :

(i) (c) He thinks he is a scientist.

(ii) tinkering

(iii) False (The extract says his inventions "never work out as they are supposed to.")

(iv) Anand enjoys tinkering with electrical gadgets, tools, dynamos, planks of wood, and similar things.

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3. Read the following extract and answer the questions that follow:

"It's quite simple. The moment the door opens, this alarm is tripped off and makes a clanging sound. Then this water bag here is loosened and falls on the thief's head. By then we call the police—simple!"

"But how does the alarm know that a burglar is opening the door?"

"I've taken care of that," Anand said loftily. I had my own doubts about the alarm's guessing powers, but kept them to myself because when Anand is in one of his inventive moods, nothing stops him.

"You see," Anand explained smugly "A thief tries to open the door stealthily. I've rigged it up so that the alarm works only when the door is opened gently."

(i) According to Anand's design, under what condition would the alarm be triggered?
  (a) When the door is opened forcefully.
  (b) When a window is broken.
  (c) When the door is opened gently.
  (d) When someone knocks on the door.

(ii) The alarm was designed to make a clanging sound and drop a _____ on the thief's head.

(B) Don't ask for help

(C) Don't bring me in if you get a shelling

(D) Don't tell Ma

Ans : (C) Don't bring me in if you get a shelling

Fill in the Blanks

1. The narrator of the story is _____, who is fourteen years old.
2. Anand, the narrator's brother, caused a "hoo-ha" with his _____.
3. Anand loves tinkering with all sorts of electrical gadgets, tools, dynamos, and _____.
4. The burglar alarm was designed to make a clanging sound and release a _____ on the thief's head.
5. When Papa firmly said "NO" to trying out the time machine, Anand felt _____ at the lack of respect for his creation.

Ans :

1. Anita, 2. burglar alarm, 3. planks of wood, 4. water bag, 5. offended.

State Whether True or False

1. Anand's inventions always worked out exactly as they were supposed to.
2. Anita willingly helped Anand with his latest scheme for the burglar alarm.
3. The burglar alarm worked perfectly, catching an actual thief.
4. Anand's room was transformed into a network of wires, springs, levers, and bulbs.
5. Papa dismantled the time machine because he was convinced it did not work.

Ans :

1. False – The text states, "And he keeps creating 'inventions' that never work out as they are supposed to."
2. False – Anita had to be involved "though I'd have preferred to finish my novel."
3. False – Papa, not a thief, triggered the alarm and got soaked.
4. True – The story mentions, "Anand's room... was transformed into a network of wires, springs, levers, and bulbs."
5. False – Papa dismantled the machine because "he thought it wasn't safe (maybe he also had a niggling suspicion that it worked)".

Assertion and Reason Questions

1. Assertion (A): Anand often frightened people half to death with his inventions.
Reason (R): His inventions consistently worked perfectly, causing unexpected surprises.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(C) A is true but R is false.
Assertion A is true; the text says Anand "frightened someone half to death in the house." Reason R is false; his "inventions' that never work out as they are supposed to."

2. Assertion (A): Anand loved words like "blueprint."
Reason (R): Using such words made him feel more professional as an inventor.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
Assertion A is true; Anand "loves words like blueprint." Reason R is true; Anita explains, "it makes him feel professional!"

3. Assertion (A): Anand's parents were worried about leaving him and Anita alone.
Reason (R): They feared Anand might try out his new time machine while they were away.

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(iv) The three noises mentioned were hammering, sawing, and clattering.

6. Read the following extract and answer the questions that follow:

At about eleven thirty I thought I heard a scratching at the front door. Telling myself it was only my imagination, I went back to the book. A little later there was a rattle and a click. I was really scared, I can tell you, what with a murder story before me and then strange noises in the middle of the night! I shook Anand and whispered, "Listen, there's someone at the door."

"Go and open it then," he muttered groggily.

"You silly! Someone's trying to get in," I said.

(i) What was the first sound the narrator, Anita, heard at the front door?
   (a) A rattle
   (b) A click
   (c) A scratching sound
   (d) A loud knock

(ii) When Anita woke Anand up, he muttered _____ that she should go and open the door.

(iii) State whether the following statement is true or false:
Anita was not frightened by the strange noises and continued to read her book calmly.

(iv) What did Anita whisper to Anand after shaking him awake?

Ans :

(i) (c) A scratching sound

(ii) groggily

(iii) False (The text says, "I was really scared, I can tell you...")

(iv) She whispered, "Listen, there's someone at the door."

7. Read the following extract and answer the questions that follow:

"No noise from you! Now, where is your father's room?"

I was about to direct him upstairs when Anand said quickly, "The one next to this one."

"You silly goose!" I said angrily as soon as the man had gone. "That's your room. He'll come back as mad as mad can be."

"At least it will give us some time to think of something," Anand said.

(i) Where was the narrator, Anita, about to direct the intruder?
   (a) To Anand's room
   (b) Upstairs
   (c) Outside the house
   (d) To the kitchen

(ii) Anand reasoned that sending the intruder to his room would give them some time to _____ of something.

(iii) State whether the following statement is true or false:
Anita was very happy with Anand's quick thinking and immediately praised him.

(iv) What did Anand tell the intruder when he was asked for their father's room?

Ans :

(i) (b) Upstairs

(ii) think

(iii) False (The text states, "'You silly goose!' I said angrily..." which shows she was not happy with his decision initially.)

(iv) Anand quickly told the intruder that his father's room was "The one next to this one," which was actually his own room.

8. Read the following extract and answer the questions that follow:

All of a sudden there was a crash followed by a loud scream. More strange noises emerged from the next room—a few muffled thumps, an eerie whine, and a low, humming sound.

"My time machine, he's started it!" Anand gasped. "I wish we could get out of this room and see what is happening out there."

There was another howl, much fainter this time, and a great deal of clattering. We shouted for all we were worth. In a few minutes, we heard footsteps running up our drive.

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Let us discuss

I. Choose the correct words from the brackets to complete the summary of the poem given below.

The poet sends paper boats down a 1. _____ (stream/river) each day, writing his name and the name of his 2. _____ (school/ village) on them. He hopes that someone in a 3. _____ (strange/familiar) land will find them and know who he is. The poet fills his boats with 4. _____ (rose/ shiuli) flowers from his garden, hoping they will be safely carried to another land at 5. _____ (night/morning). As he launches his boats, he imagines that the 6. _____ (clouds/birds) in the sky are like friends, racing with his boats. At night, he dreams that his paper boats continue to 7. _____ (swim/ float) under the midnight stars, with the fairies of sleep sailing in them, their baskets full of 8. _____ (dreams/fruits).

Ans :

1. stream, 2. village, 3. strange, 4. shiuli, 5. night, 6. clouds, 7. float, 8. dreams.

II. Choose the correct option for the following.

The theme of the poem is _____.

1. innocence
2. imagination
3. ignorance
4. playfulness
5. travel

(i) 1, 2 and 3
(ii) 3, 4 and 5
(iii) 1, 4 and 5
(iv) 1, 2 and 4

Ans :

(iv) 1, 2 and 4

III. Identify whether the following statement is true or false.

The setting of the poem is a natural, outdoor environment.

Ans :

True.

IV. Complete the following sentence by choosing the correct word given within the brackets.

The tone is _____ (sad and serious/gentle and wishful) and the mood is _____ (thoughtful/boring).

Ans :

The tone is **gentle and wishful** and the mood is **thoughtful**.

V. Identify the examples of alliteration from the poem.

Ans :

Examples of alliteration from the poem are:

(i) big black
(ii) someone in some strange
(iii) Day by Day
(iii) load my little
(iv) on and on
(v) sleep are sailing

VI. Fill in the blanks with suitable words from the poem.

1. The repetition of words _____ and _____ emphasises the passage of time.
2. The poet uses imagery like _____ and _____ to create a clear picture in the minds of the readers.

Ans :

1. day by day; one by one.
2. little clouds setting the white bulging sails; midnight stars.

VII. Match the descriptions in Column 1 with what they symbolise in Column 2.

	Column 1		Column 1
1.	the child's innocence, dreams, hopes, and messages sent out into the world	(i)	midnight stars
2.	purity, beauty, and the start of a new day	(ii)	paper boats
3.	the vast universe and the child's dreams continuing through the night	(iii)	shiuli flowers

Ans :

1.-(ii), 2.-(iii), 3.-(i).

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CHAPTER 8

PAPER BOATS

1. INTRODUCTION

"Paper Boats" is a beautiful poem by Rabindranath Tagore that takes us into the innocent and imaginative world of a child. Every day, the child floats paper boats down a stream, each carrying a secret message or precious shiuli flowers. He dreams that these tiny vessels will travel to distant, unknown lands, carrying his name and hopes. Join him on this whimsical journey as he watches his boats, imagining them racing with clouds and sailing under the midnight stars, filled with baskets of dreams.

2. SUMMARY

The poem, written by Rabindranath Tagore, is about a child who loves to float paper boats down a running stream every day. He carefully writes his name and the name of his village on them. He hopes that someone in a "strange land" will find his boats and know who he is.

The child also fills his little paper boats with "shiuli flower from our garden". He hopes that these flowers, which are blooms of the dawn, will be carried safely to land in the night. This shows his wish for his dreams and hopes to travel safely and reach far-off places.

As he launches his boats, he looks up at the sky. He imagines the little clouds are like "white bulging sails" on his boats. He wonders if some unseen "playmate of mine in the sky" sends these clouds down to "race with my boats". This shows his playful imagination, connecting his game with the sky.

When night comes, the child buries his face in his arms and dreams. He dreams that his paper boats continue to float "on and on under the midnight stars". In his dream, the "fairies of sleep are sailing in them". Their "lading is their baskets full of dreams". This part of the poem shows how his daytime hopes carry on into his sleep, filled with magical dreams.

3. EXPLANATION

Stanza 1

Day by day I float my paper boats one by one down the running stream.
In big black letters I write my name on them and the name of the village where I live.

Word Meaning :

1. Float : to rest or move on the surface of a liquid without sinking.
2. Running stream : a small, narrow river of water flowing in a channel.

Explanation :

In this part of the poem, the child tells us that every single day, he puts his handmade paper boats into the flowing stream, one by one. He doesn't just throw them in; he takes his time and puts them in carefully.

On each little boat, he writes his own name in big, clear black letters, and also the name of the village where he lives.

This shows that floating the boats is something he does all the time, a special routine for him. The paper boats are like his dreams and hopes as a child. The running stream is like time, or life itself, carrying his boats (and maybe his dreams) far away to unknown places. By writing his name and village, the child is putting a part of himself

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(i) What did Anand believe had happened when he heard the humming sound?
  (a) The intruder had broken the window.
  (b) The intruder had started his time machine.
  (c) The police had arrived.
  (d) The power had gone out.

(ii) The series of strange noises from the next room began with a crash followed by a loud _____.

(iii) State whether the following statement is true or false:
The children decided to stay quiet and did not shout for help.

(iv) What were the different strange noises that emerged from the next room?

Ans :

(i) (b) The intruder had started his time machine.

(ii) scream

(iii) False (The extract states, "We shouted for all we were worth.")

(iv) The strange noises were a crash, a loud scream, a few muffled thumps, an eerie whine, and a low, humming sound.

9. Read the following extract and answer the questions that follow:

Needless to say, Boppa was never seen again. Anand insists that his time machine worked and he disappeared into the past. The machine itself was dismantled because Papa thought it wasn't safe (maybe he also had a niggling suspicion that it worked), so we couldn't try it out.

As for Anand, he is convinced that he is a genius and has launched a new project—something about a telephone to contact creatures in outer space. Tell you all about it next time.

(i) What is the new project that Anand has launched?
  (a) A safer burglar alarm
  (b) A telephone to contact creatures in outer space
  (c) A re-designed time machine
  (d) A remote-controlled car

(ii) The time machine was dismantled because Papa thought it wasn't _____.

(iii) State whether the following statement is true or false:
After the incident with Boppa, Anand was discouraged and gave up inventing.

(iv) What is Anand's explanation for Boppa never being seen again?

Ans :

(i) (b) a telephone to contact creatures in outer space

(ii) safe

(iii) False (The extract states that Anand "is convinced that he is a genius and has launched a new project")

(iv) Anand insists that his time machine worked and Boppa disappeared into the past.

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5. Lading : cargo or goods carried by a ship or other vehicle.
6. Baskets : containers made of woven material.
7. Dreams : a series of thoughts, images, and sensations occurring in a person's mind during sleep.

Explanation :
When night comes, the child goes to sleep. As he sleeps, he dreams that his paper boats are still floating far, far away, under the bright stars in the dark night sky.

In his dream, the boats are no longer empty! He imagines they are now carrying magical "fairies of sleep." And these fairies have special cargo: their boats are filled with "baskets full of dreams."

This shows that the child's play and imagination don't stop when the day ends. His simple paper boats from the daytime become part of his wonderful dreams. They are now carrying not just flowers, but all his hopes, wishes, and imagination as he sleeps, journeying on through the night.

4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Read the questions given below. Share your answers with your classmates and the teacher.

1. What comes to mind when you think about 'paper boats'?

Ans :
When I think of paper boats the thing that comes to my mind is of folding paper and making small boats and floating them item on water, such as on a stream or a puddle during rainy days. It reminds me of childhood games and simple joys.

2. What do you think someone might hope for when they send a paper boat down a stream?

Ans :
They might hope the boat travels far, reaches someone unknown, or carries a message or wish to a distant place.

3. Read the title of the poem 'Paper Boats' and predict what the poem might be about.

Ans :
The poem might be about a child making paper boats, floating them on a stream, and imagining where they might go or who might find them.

II. Read the given paragraph and match the highlighted words with their meanings given in the box below.

loading	speedily	flowing	swelling
putting	bouncing		

I love to play beside a 1. **running** stream at a short distance from my grandparent's house. I love to see it 2. **skipping** along to join a river. On the river, I can see boats with 3. **bulging** sails moving swiftly. Some of them take the people from one shore to the other while in some of them people can be seen 4. **lading** things too. I can spend hours watching the busy river and dreaming about them, 5. **burying** my head in my pillow at night.



Ans :
1. running – speedily flowing
2. skipping – bouncing
3. bulging – swelling
4. lading – loading
5. burying – putting

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on the boat. He hopes that someone far away will find his boat and know who sent it and where it came from. It's his way of reaching out to the big, wide world and hoping to connect with someone he doesn't know.

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Stanza 2

I hope that someone in some strange land will find them and know who I am.
I load my little boats with shiuli flower from our garden, and hope that these blooms of the dawn will be carried safely to land in the night.

Word Meaning :

1. Strange land : a foreign or unfamiliar country or place.
2. Shiuli flower : a specific type of flower.
3. Blooms of the dawn : flowers that open or are fresh in the early morning.
4. Carried : transported from one place to another.
5. Safely : in a way that avoids danger or harm.

Explanation :
In this part, the child wishes that his paper boats will travel to a far-off, unknown land. He hopes someone living there will find them and learn who he is. This shows he really wants to connect with people far away and be known by them.

He also puts shiuli flowers from his garden onto his small boats. These flowers are special because they bloom at night and drop from the branches when the sun rises. The child hopes these delicate flowers will travel safely on the water and reach land by nightfall.

Putting these soft, easily faded flowers on the boats is like the child sending out his own gentle hopes and dreams on a journey. He wants them to reach safely before they disappear, showing his desire for his dreams to come true and for him to be remembered by someone, even in a distant, unknown place.

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Stanza 3

I launch my paper boats and look up into the sky and see the little clouds setting the white bulging sails.
I know not what playmate of mine in the sky sends them down the air to race with my boats!

Word Meaning :

1. Launch : to set (a boat or ship) in motion on water.
2. Bulging : swelling or protruding outwards.
3. Playmate : a friend with whom a child plays.
4. Race : to compete in speed.

Explanation :
The child puts his paper boats into the stream and then looks up at the sky. He sees small, white clouds that look just like the big, puffed-out sails on ships.

He then starts to wonder! He thinks, "I wonder if some secret friend of mine in the sky is sending these clouds down to race with my little paper boats!"

This part shows how imaginative the child is. He sees ordinary clouds as living things, like ships with sails, or even as playmates joining his game. It also shows his sense of wonder about nature and how he feels connected to everything around him. Maybe it also means he wishes he had a real friend to play with, so he imagines one in the sky.

Stanza 4

When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars.
The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.

Word Meaning :

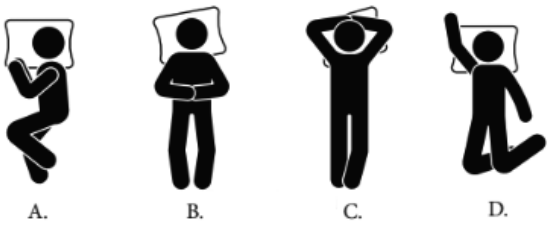
1. Bury : to cover completely.
2. Midnight : twelve o'clock at night.
3. Fairies : small, imaginary beings of human form with magical powers.
4. Sailing : travelling on water in a boat or ship.

Let us think and reflect

I. Read the extract given below and answer the questions that follow.

1. When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars. The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.

(i) Select the option that is most likely to be the speaker as per the extract.



(ii) What can be inferred about the speaker's feelings when night comes?

(iii) What kind of beings are the 'fairies of sleep' imagined as?
Select the most appropriate option.
A. mischievous B. gentle
C. fearsome D. playful

(iv) Fill in the blank by selecting the correct option from those given in the brackets.
The phrase 'lading is their baskets full of dreams' suggests that the speaker imagines the fairies of sleep carefully _____ (carrying his dreams / collecting his wishes) in their baskets.

Ans :

(i) Option C (because of the reference to 'bury my face in my arms').

(ii) It can be inferred that the speaker feels peaceful, imaginative, and hopeful when night comes, as he looks forward to continuing the boats' journey in his dreams.

(iii) B. gentle (The context of sleep and dreams, and carrying baskets of dreams, implies a nurturing presence.)

(iv) carrying his dreams.

II. Answer the following questions.

1. Why do you think the poet writes his personal details on the paper boats?

Ans :

The poet writes his name and the name of his village to send a piece of himself into the world, hoping that someone far away will find them and feel a connection with him. This act reflects a child's longing for connection, discovery, and a desire to be known beyond their immediate world.

2. The poet talks about the imagination of a child. Support this view with examples from the poem.

Ans :

The poet vividly portrays a child's imagination through examples like hoping the boats reach a stranger, imagining clouds as playmates racing with the boats, and dreaming of fairies of sleep sailing in them with baskets of dreams.

Examples:

1. "I hope that someone in some strange land will find them and know who I am."
2. "I know not what playmate of mine in the sky sends them down the air to race with my boats."
3. "The fairies of sleep are sailing in them, and the lading is their baskets full of dreams."

3. How does the poet bring together imagination and reality to make the poem more interesting?

Ans :

The poet blends reality of making and floating paper b,oats with imagination such- as boats reaching strange lands, clouds racing, fairies sailing, creating an enchanting narrative that elevates the poem's charm and depth.

Let us learn

I. The poet has used phrases like 'blooms of the dawn' and 'fairies of sleep' in the poem. In the same way we can create phrases. Now, select words from Column 1 and Column 2 and combine them with 'of'. Write as many phrases as possible in Column 3. An example has been done for you.

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Let us write

I. A diary entry is a personal document. It records an individual's account of a day of her or his life expressing the thoughts, feelings and opinions in the individual's mind.
The guidelines to compose a diary entry include:

- mentioning day, date and time of writing it
- beginning with a general sentence describing the day or feelings towards an event or experience
- giving details
- concluding with a final remark

Now, write a diary entry expressing your joy experiencing a rainy day. You may begin as given below:

Friday, 15 July 20XX 6:30 p.m. Dear Diary, It was quite humid today. On my journey back from school, I wished that it would rain. And it did!...

Ans :

Friday, 15 July 2025 6:30 p.m.
Dear Diary,
It was quite humid today. On my journey back from school, I wished that it would rain. And it did!

Oh, what a joy! The moment I stepped out of school, the sky opened up. Big, fat raindrops began to fall, tapping a happy rhythm on the pavements and splashing into puddles. At first, everyone ran for cover, but I just stood there for a moment, letting the cool drops hit my face. The air immediately smelled fresh and clean, like the earth breathing a sigh of relief.

I didn't even mind getting a little wet. The dusty roads turned dark and shiny, reflecting the grey sky. Soon, little streams of water were running along the edges of the road, carrying tiny paper boats that kids from the neighborhood must have launched. It felt like the whole world was getting a refreshing bath. The trees looked greener, and the birds chirped even louder after the initial downpour. It was such a welcome change from the sticky heat.

I walked home slowly, enjoying every single splash and the cool breeze that came with the rain. It transformed an ordinary Friday afternoon into something truly special and memorable.

Let us explore

I. Shiuli flowers often find a mention in Rabindranath Tagore's poems. These flowers are found in many parts of our country.



Look at the pictures of shiuli flowers and recall what you call them in your language.

Ans :

In Hindi, shiuli flowers are called "Parijat" or "Harsingar."

1. Find out names of some more trees or plants in your locality which have fragrant flowers. Write their names in your language and English language. Draw any two flowers and colour them.

Ans :

In our locality some plants of fragrant flowers are:

1. Jasmine (English) Chameli (Hindi)
2. Rose (English) — Gulab (Hindi)
3. Marigold (English) —Gainda (Hindi)

II. Solve the riddles given below. Share your answers with your classmates and the teacher.

1. I have water that you cannot drink,
   People come to see how in me the Sun sinks.

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4. People have been making paper cranes for thousands of years.
5. There is a belief that if you make a thousand paper cranes, your wish will come true.
6. The art of origami is about enjoying the process.
7. Sai's father suggests making a paper bookmark next time.

Ans :

2. Sai's father used to do origami as a child.
3. Paper was very expensive so it was used only for special occasions.
5. There is a belief that if you make a thousand paper cranes, your wish will come true.
6. The art of origami is about enjoying the process.

Let us speak

I. Create any craft item using eco-friendly materials. Make a presentation in front of your classmates and teacher about the craft item you have made.
Your presentation should include the following information:

- Introduction of the item
- Description of how you made it
- Reason why you like the craft
- Conclusion



Use the phrases given below to make your presentation.

- Today, I'm going to show you a... I made.
- This... is made of... (materials)
- It's... (describe colour, shape, size)
- It can be used to…
- First, I started by…
- Then, I used... (tool or material) to…
- The most difficult part was to…
- This... is special to me because…
- I hope you enjoyed seeing my craft and learning about it.
- Thank you for your attention.

Ans :

(Standing in front of the class, holding up a small, beautifully crafted bird made of dried leaves and twigs)

"Good morning, everyone!

Today, I'm going to show you a craft item I made using eco-friendly materials. It's a little bird, like the one in our book!

This is made of dried leaves that I collected from our garden, small twigs, and some natural glue. It's mostly brown and green, with different textures from the leaves, and it's about the size of my hand. It can be used to decorate my study table, or even as a special gift!

First, I started by drawing the shape of a bird on a piece of cardboard. Then, I used small scissors to cut out pieces of the dried leaves to make the feathers for the body, wings, and tail. The twigs became its tiny legs and beak. The most difficult part was to carefully stick all the little leaves together without breaking them, especially making the head round!

This is special to me because it shows how we can use natural things around us to create something beautiful, instead of buying new materials. It also reminds me of nature and the birds I see every day.

I hope you enjoyed seeing my craft and learning about it. Thank you for your attention!"

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Column 1		Column 2	Column 3
wings		the birds	wings of the wind
waves		the wind	
dreams		the evening	
songs	of	the children	
glimmers		the rain	
cries		the stars	
tears		the thunder	
roars		the ocean	
shadows		the clouds	

Ans :

Column 1		Column 2	Column 3
wings		the birds	wings of the wind
waves		the wind	waves of the ocean
dreams		the evening	dreams of the children
songs		the children	songs of the birds
glimmers		the rain	glimmers of the stars
cries	of	the stars	Cries of the cloud
tears		the thunder	Tears of the rain
roars		the ocean	roars of the thunder
shadows		the clouds	shadows of the evening

II. The poet uses words like 'dawn', 'night' and 'midnight' to show different parts of the day. The box given below has some more words. Write the words in the appropriate columns.

twilight	dawn	dusk	sunrise
noon	daybreak	nightfall	sunset
midnight	sunup	forenoon	sundown
noontime	night-time	noonday	midday

Morning	Afternoon	Evening	Night

Ans :

Morning	Afternoon	Evening	Night
Dawn, sunrise, Daybreak, sunup, forenoon	Noon, noontime, noonday, midday	Twilight, dusk, sunset, sundown	Nightfall, midnight, nighttime

III. Match the words from the text given in Column 1 with their opposites in Column 2.

Column 1	Column 2
1. strange	(i) halt
2. dawn	(ii) emptying
3. launch	(iii) sink
4. bulging	(iv) dusk
5. float	(v) ordinary
6. lading	(vi) shrinking

Ans :

Column 1	Column 2
1. strange	(v) ordinary
2. dawn	(iv) dusk
3. launch	(i) halt
4. bulging	(vi) shrinking
5. float	(iii) sink
6. lading	(ii) emptying

Let us listen

I. You will listen to a conversation between a girl and her father about the art of paper folding called origami. As you listen, select the true statements from 1–7. (Transcript for the teacher on pg. 137)

1. Sai was trying to make an origami boat.
2. Sai's father used to do origami as a child.
3. Paper was very expensive so it was used only for special occasions.

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I can be rough, I can be calm,
I hold within myself plenty of charm.
My depths tell a never-ending tale.
Who am I with dolphins and the whale?

2. I sit in stillness, but move with the wind,
My surface mirrors the world you are in.
The trees around me live happily,
In me, you can take a dip daily.
Home to ducks, frogs, fish, and all,
Can you guess what I am, after all?

3. I gently travel through valleys deep,
My soft murmur can make you sleep.
Little paper boats float on me in rain,
The merry laughter of the kids I gain.
You may sit beside me without any fear,
Who am I who skips along, crystal clear?

4. I have a bed, but I do not sleep.
I have a bank, but no money I keep.
I carry stories, old and new,
High mountains to the oceans blue.
I journey far to meet the sea,
Can you guess, who I can be? v

Ans :
1. Ocean, 2. Lake, 3. Stream, 4. River.

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. What does the child do with the paper boats every day?
(A) Sells them at the market
(B) Floats them down the running stream
(C) Keeps them in a box
(D) Throws them into a pond

Ans : (B) Floats them down the running stream

2. What does the child write on the paper boats?
(A) Their address and phone number
(B) Poems and stories
(C) Their name and the name of their village
(D) Their wishes and secrets

Ans : (C) Their name and the name of their village

3. Why does the child write this information on the boats?
(A) To remember where they came from
(B) To test the ink's durability
(C) To hope someone in a strange land finds them and knows who he was
(D) To practice their handwriting

Ans : (C) To hope someone in a strange land finds them and knows who he was

4. What kind of letters does the child use to write on the boats?
(A) Small blue letters
(B) Big black letters
(C) Green cursive letters
(D) Red capital letters

Ans : (B) Big black letters

5. What specific type of flowers does the child load into the boats?
(A) Roses
(B) Lotuses
(C) Shiuli flowers
(D) Marigolds

Ans : (C) Shiuli flowers

6. From where does the child get the flowers for the boats?
(A) From the market
(B) From a nearby field
(C) From a flower shop
(D) From their garden

Ans : (D) From their garden

7. What time of day are these flowers (shiuli) usually associated with?
(A) Noon
(B) Midnight
(C) Dawn
(D) Evening

Ans : (C) Dawn

8. What hope does the child have for the flowers loaded in the boats?
(A) That they will remain fresh forever
(B) That they will bring good luck

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(i) What does the speaker write on the paper boats?
(a) The names of his friends
(b) A short story
(c) His name and the name of his village
(d) The date of the month

(ii) The speaker floats his paper boats one by one down the _____ stream.

(iii) State whether the following statement is true or false:
The speaker writes his name on the boats using small, faint letters.

(iv) What two details does the speaker write on the boats to let people know who he is?

Ans :

(i) (c) His name and the name of his village

(ii) running

(iii) False (The extract states, "In big black letters I write my name on them...")

(iv) The speaker writes his name and the name of the village where he lives.

2. Read the following extract and answer the questions that follow:

I hope that someone in some strange land will find them and know who I am.
I load my little boats with shiuli flower from our garden, and hope that these blooms of the dawn will be carried safely to land in the night.

(i) What does the speaker load into the little boats?
(a) Pebbles
(b) Messages
(c) Shiuli flowers
(d) Grains of rice

(ii) The speaker hopes that the flowers, which are "blooms of the _____," will be carried safely.

(iii) State whether the following statement is true or false:
The speaker wants the flowers in the boats to reach their destination during the day.

(iv) What is the speaker's hope regarding who might find the boats?

Ans :

(i) (c) Shiuli flowers

(ii) dawn

(iii) False (The extract states the hope that they will "be carried safely to land in the night.")

(iv) The speaker hopes that "someone in some strange land will find them and know who I am."

3. Read the following extract and answer the questions that follow:

I launch my paper boats and look up into the sky and see the little clouds setting the white bulging sails.
I know not what playmate of mine in the sky sends them down the air to race with my boats!

(i) What do the little clouds in the sky look like to the speaker?
(a) Other paper boats
(b) Big shiuli flowers
(c) White bulging sails
(d) Running streams

(ii) The speaker imagines that a _____ of his in the sky is sending the clouds down.

(iii) State whether the following statement is true or false:
The speaker knows exactly who is sending the clouds down to race with his boats.

(iv) What playful activity does the speaker imagine the clouds are doing with his boats?

Ans :

(i) (c) White bulging sails

(ii) playmate

(iii) False (The extract states, "I know not what playmate of mine in the sky sends them down...")

(iv) He imagines the clouds are being sent down to race with his boats.

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Ans : (B) A guiding presence in the unknown

20. What is the overall tone of the poem?

(A) Sad and melancholic

(B) Angry and frustrated

(C) Whimsical and hopeful

(D) Suspenseful and mysterious

Ans : (C) Whimsical and hopeful

Fill in the Blanks

1. Day by day, the poet floats his paper boats one by one down the _____.
2. In big black letters, the poet writes his _____ on the paper boats.
3. The poet loads his little boats with _____ flowers from his garden.
4. The poet hopes that the flowers will be carried safely to land in the _____.
5. When night comes, the poet dreams that the _____ of sleep are sailing in his paper boats.

Ans :

1. running stream, 2. name, 3. shiuli, 4. night, 5. fairies.

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State Whether True or False

1. The poet hopes that someone in a familiar land will find his paper boats.
2. The poet imagines the clouds in the sky are like friends racing with his boats.
3. The "lading" in the fairies' baskets is full of toys.
4. The poem's theme is primarily about the sorrow of losing childhood.
5. The poem is written by Rabindranath Tagore.

Ans :

1. False – The poet hopes "that someone in some strange land will find them".
2. True – The poet writes, "I know not what playmate of mine in the sky sends them down the air to race with my boats!"
3. False – The "lading is their baskets full of dreams".
4. False – The theme of the poem includes innocence, imagination, and playfulness, not sorrow.
5. True – The author's name is listed as "RABINDRANATH TAGORE" at the end of the poem.

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Assertion and Reason Questions

1. Assertion (A): The poet loads his paper boats with shiuli flowers because they are brightly colored.
Reason (R): He hopes these "blooms of the dawn" will be safely carried to a new land.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(D) A is false but R is true.
Assertion A is false because the poem does not state the flowers' color as the reason for loading them; it's implicit for their symbolic value or simply because they are "from our garden". Reason R is true; he explicitly states, "and hope that these blooms of the dawn will be carried safely to land in the night".

2. Assertion (A): The poet dreams of his paper boats floating under the midnight stars.
Reason (R): He imagines the wind blowing them through the night sky.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(C) A is true but R is false.
Assertion A is true; the poet dreams that "my paper boats float on and on under the midnight stars". Reason R is false; the poem mentions "the little clouds setting the white bulging sails" during the day, and at night,

"The fairies of sleep are sailing in them", not the wind directly blowing them in his dream.

3. Assertion (A): The poet writes his name and village on the boats to practice writing.
Reason (R): He wants people in other lands to find his boats and know his identity.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(D) A is false but R is true.
Assertion A is false; the poem does not suggest writing practice as the reason. Reason R is true; the poet explicitly states, "I hope that someone in some strange land will find them and know who I am".

4. Assertion (A): The poet writes his name and village name on the paper boats.
Reason (R): He hopes that the boats will be found by someone in a strange land who will then know who he is.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The poet states his intention directly: "I hope that someone in some strange land will find them and know who I am."

5. Assertion (A): The poet loads his paper boats with shiuli flowers.
Reason (R): He hopes these flowers, referred to as "blooms of the dawn," will be safely carried to land by night.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The act of loading the boats with flowers is immediately followed by the hope that these "blooms of the dawn will be carried safely to land in the night," linking the action to the desired outcome.

Very Short Answer Type Questions

1. What does the poet float down the running stream daily?

Ans :
The poet floats his paper boats daily.

2. What does the poet write on his paper boats?

Ans :
The poet writes his name and village name.

3. Who does the poet hope will find his boats in a strange land?

Ans :
The poet hopes someone will find them.

4. What kind of flowers does the poet load his boats with?

Ans :
He loads them with shiuli flowers.

5. When does the poet hope the blooms will be carried safely to land?

Ans :
He hopes they will be carried safely in the night.

6. What does the poet see in the sky after launching his boats?

Ans :
He sees little clouds with bulging sails.

7. Who does the poet imagine races with his boats in the sky?

Ans :
He imagines a playmate of his in the sky.

8. What does the poet do when night comes?

Ans :
He buries his face in his arms and dreams.

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9. Who are sailing in the paper boats in the poet's dream?

Ans :
The fairies of sleep are sailing in them.

10. What is the lading in the fairies' baskets?

Ans :
The lading is their baskets full of dreams.

Short Answer Type Questions

1. What does the poet do with his paper boats every day?

Ans :
Every day, the poet meticulously folds and launches his small paper boats, one by one, into the flowing currents of the running stream, observing their journey with quiet fascination.

2. What specific details does the poet write on his paper boats?

Ans :
On each of his paper boats, the poet carefully writes his own name in "big black letters". He also inscribes the name of "the village where I live" onto the little vessels.

3. What is the poet's hope for his paper boats after he launches them?

Ans :
After launching them into the stream, the poet hopes that his paper boats will travel far. He wishes that "someone in some strange land will find them and know who I am".

4. What does the poet load into his little boats from his garden?

Ans :
From his own garden, the poet carefully loads his little boats with delicate "shiuli flower". These beautiful blossoms are tenderly placed inside each boat before its launch.

5. What is the poet's hope regarding the journey of the flowers loaded in the boats?

Ans :
The poet hopes that these delicate "blooms of the dawn" will embark on a safe journey. He wishes they "will be carried safely to land in the night" by the flowing stream.

6. What does the poet observe in the sky immediately after launching his paper boats?

Ans :
Immediately after launching his paper boats, the poet looks up into the sky. He observes the "little clouds setting the white bulging sails", creating a picturesque and imaginative scene above him.

7. Who does the poet imagine as his celestial playmate, racing with his boats?

Ans :
The poet imagines a mysterious "playmate of mine in the sky". He wonders if this unseen friend "sends them down the air to race with my boats!", adding an element of cosmic companionship.

8. What does the poet do when night comes, related to his paper boats?

Ans :
When night arrives, the poet "bury[s] my face in my arms". He then drifts into a dream where "my paper boats float on and on under the midnight stars" indefinitely.

9. Who does the poet imagine sailing in the paper boats during his dreams?

Ans :
During his dreams, the poet vividly imagines "The fairies of sleep are sailing in them". These mystical beings become the voyagers in his imaginative paper fleet.

10. What precious cargo is contained within the baskets of the "fairies of sleep" in the poet's dream?

Ans :
In the poet's dream, the "fairies of sleep" carry baskets as their cargo. The "lading is their baskets full of dreams", symbolizing wishes and aspirations being carried across the night.

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Long Answer Type Questions

1. Discuss how the poem uses simple actions to create a sense of wonder and connection.

Ans :
The poem uses a child's simple act of floating paper boats to evoke wonder and connection. Writing their name and village creates a message to the world, sparking curiosity. Adding shiuli flowers links their small world to nature's beauty for distant strangers. Imagining clouds as racing playmates and fairies sailing under stars transforms the act into a magical adventure. These actions infuse profound curiosity, joy, and connection, bridging the child's heart to faraway places.

2. Explain the significance of the fairies and dreams in the final stanza.

Ans :
In the final stanza, "fairies of sleep" sailing paper boats with "baskets full of dreams" signify the child's imagination transforming simple acts into eternal magic. The fairies symbolize childhood wonder, guiding hopes through a starlit night. The dreams suggest limitless possibilities, extending beyond reality. This imagery provides a peaceful, hopeful conclusion, indicating that the child's creations continue to inspire and connect with others in a fantastical realm, even in slumber.

3. How does the child's act of floating paper boats reflect their sense of adventure and hope?

Ans :
The child's act of floating paper boats reflects their adventurous and hopeful spirit. Each carefully launched boat becomes a magical journey. Writing their name and village expresses a wish for distant connection. Placing shiuli flowers inside shows a desire to share beauty and joy. The stream symbolizes endless possibilities, carrying dreams into the unknown. Imagining boats sailing under stars, guided by fairies, emphasizes their strong hope and imagination, proving small actions can hold vast dreams.

4. How does the child's imagination connect their paper boats to the clouds in the sky?

Ans :
The child's imagination connects paper boats to clouds by transforming a simple game into a magical interplay between earth and sky. They envision small white clouds as boats with "bulging sails," racing alongside their own. These clouds become celestial playmates, linking the stream below with the sky above. This playful personification adds a dreamy, fun dimension, showcasing how imagination finds beauty and excitement, making everyday moments feel magical and reinforcing the poem's theme of wonder.

5. Why is the child's use of shiuli flowers in the paper boats significant in the poem?

Ans :
The child's use of shiuli flowers in the paper boats is significant as it transforms a simple act into a thoughtful, caring gesture. These fragrant, morning-blooming flowers symbolize beauty and purity. By placing them, the child expresses a wish to share something lovely, hoping they reach someone far away. This small act imbues the boats with love and hope, adding a gentle, dreamy quality to the poem and emphasizing how simple actions can convey vast hopes and connections.

6. Describe the role of nature in the poem and how it connects to the child's imagination.

Ans :
Nature is central, acting as both setting and catalyst for the child's imagination. The "running stream" is a path for hopeful boats. Shiuli flowers from the garden add natural beauty, linking the child's actions to growth. Clouds, seen as "white bulging sails," become playful racing companions, blending sky with game. These natural elements—stream, flowers, clouds—fuel the child's imaginative world, transforming simple play into a magical adventure connecting dreams to the universe.

7. What is the moral of the poem, and how does the child's actions illustrate it?

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Ans :
The poem's moral is that small actions can carry vast dreams and foster connections. The child's daily ritual of floating paper boats, marked with their name and village, illustrates this by symbolizing a hope for distant recognition. Adding shiuli flowers expresses a desire to share beauty. Their imaginative vision of clouds racing and fairies sailing under stars shows how simple play embodies grand dreams of adventure and connection, proving modest efforts can have profound impact.

8. How does the child's act of floating paper boats reflect their hopes and dreams?

Ans :
The child's act of floating paper boats profoundly reflects their hopes and dreams. By writing their name and village, they dream of connecting with someone in a "strange land," symbolizing a longing for recognition and friendship. Including shiuli flowers expresses a hope to share beauty and joy. Their dream of boats sailing under midnight stars, guided by fairies, reveals a rich imaginative vision, embodying their curiosity and desire to touch distant lives through simple, yet profound, gestures.

Competency Based Questions

1. Imagine you are the poet. Write a short paragraph about why you enjoy floating paper boats and what you hope they achieve.

Ans :
As the poet, I love watching my paper boats float away because it fills me with wonder. I write my name and village on them, hoping someone far away will find them and know about me. I put flowers in them, wishing they reach a safe shore at night. It's my way of sending little dreams out into the big world.

2. The child puts his name and village on the boats. If you sent a message in a bottle into the ocean, what one personal detail would you include to make it special for the finder, and why?

Ans :
If I sent a message in a bottle, I would draw a small picture of my house. This detail would make it special because it's a piece of my actual home, showing the finder where the message started. It would give them a real image to connect with, making my faraway message feel more personal and warm.

3. The child finds joy in sending simple paper boats down a stream. What one simple activity do you enjoy that makes you feel connected to nature and sparks your imagination?

Ans :
I enjoy simply sitting by a window during a rain shower. The sound of rain on the roof and seeing the drops on the leaves makes me feel connected to nature. It sparks my imagination by making me wonder where each raindrop has traveled from and what journeys it has taken before falling near my home.

4. The poet sees the clouds as playmates. Create a short conversation between the poet and a cloud about racing with the boats.

Ans :
Poet: Hello, Cloud! Are you sending your white sails down today?
Cloud: Yes, little friend! I'm ready to play.
Poet: Will you race my paper boats to the sea?
Cloud: Indeed! We'll fly high, pushing them along.
Poet: Who do you think will win our race then?
Cloud: We'll see! It's always a grand race.
Poet: My boats will win! But it's fun to have a speedy playmate!
Cloud: Yes, racing with you brings joy to the sky!

Extract Based Questions

1. Read the following extract and answer the questions that follow:
Day by day I float my paper boats one by one down the running stream.
In big black letters I write my name on them and the name of the village where I live.

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(C) That they will attract fish

(D) That they will be carried safely to land in the night

Ans : (C) That they will be carried safely to land in the night

9. After launching the boats, what does the child look up at?

(A) The sky

(B) The birds

(C) The tree

(D) The sun

Ans : (A) The sky

10. What does the child imagine the little clouds in the sky are doing?

(A) Disappearing

(B) Setting the white bulging sails

(C) Forming animal shapes

(D) Bringing rain

Ans : (B) Setting the white bulging sails

11. What does the child refer to the entity that sends clouds down to race with the boats as?

(A) A sky spirit

(B) A cloud master

(C) A playmate of his in the sky

(D) A friendly giant

Ans : (C) A playmate of his in the sky

12. What does the child do when night comes?

(A) Continues to float boats

(B) Buries his face in his arms

(C) Watches the moon

(D) Reads a book

Ans : (B) Buries his face in his arms

13. What happens to the paper boats in the child's dream?

(A) They sink to the bottom of the stream

(B) They return to the child's home

(C) They float on and on under the midnight stars

(D) They turn into real ships

Ans : (C) They float on and on under the midnight stars

14. Who is imagined to be sailing in the paper boats during the dream?

(A) The child's friends

(B) Tiny sailors

(C) The fairies of sleep

(D) Little birds

Ans : (C) The fairies of sleep

15. What is the "lading" (cargo) carried by the fairies of sleep in the boats?

(A) Baskets full of dreams.

(B) Golden coins.

(C) Magical jewels.

(D) Stars from the sky.

Ans : (A) Baskets full of dreams.

16. What is a primary theme explored in the poem?

(A) The harsh realities of life

(B) The power of childhood imagination

(C) The importance of education

(D) The struggles of growing up

Ans : (B) The power of childhood imagination

17. The act of writing the name and village on the boats symbolizes the child's desire for:

(A) Fame

(B) Knowledge

(C) Wealth

(D) Connection

Ans : (D) Connection

18. What does the "running stream" primarily symbolize in the poem?

(A) A source of food.

(B) A path for adventures and journeys

(C) A place for bathing.

(D) A boundary.

Ans : (B) A path for adventures and journeys

19. What does the "midnight stars" in the dream sequence suggests?

(A) Fear and loneliness

(B) A guiding presence in the unknown

(C) The end of a journey

(D) A wish for daylight

NODIA

4. Read the following extract and answer the questions that follow:

When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars.

The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.

(i) According to the speaker's dream, what is the "lading" (cargo) in the boats?
   (a) Shiuli flowers
   (b) The midnight stars
   (c) Baskets full of dreams
   (d) The speaker's name

(ii) The speaker dreams that his paper boats float on and on under the _____ stars.

(iii) State whether the following statement is true or false:
In his dream, the speaker imagines that his boats sink when night comes.

(iv) Who does the speaker dream is sailing in his paper boats at night?

Ans :

(i) (c) Baskets full of dreams

(ii) midnight

(iii) False (The speaker dreams that his "paper boats float on and on.")

(iv) The speaker dreams that "The fairies of sleep" are sailing in them.

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CHAPTER 9

NORTH, SOUTH, EAST, WEST

NODIA

1. INTRODUCTION

Embark on an exciting journey across India with Shaana, a young girl from Rameswaram, as she travels with her parents! This chapter is a collection of postcards Shaana sends to her friends, describing her adventures. From the snowy glaciers of Kashmir to the thick forests of Arunachal Pradesh, and the sandy deserts of Gujarat to the wetlands of Sundarbans, you'll explore the incredible diversity of India's landscapes, people, and cultures through her eyes. Get ready for a vivid tour across our amazing country!

2. SUMMARY

This chapter follows Shaana, a girl from Rameswaram island, as she travels across India with her parents. She sends postcards to her friends, describing the varied landscapes and cultures she encounters.

Her journey begins in the far north, at the Thajiwas glacier in Kashmir. She notes the "white and blue glaciers" and the need for warm clothes. She also observes that there was "much more snow last year". From there, they travel to Himachal Pradesh, a "very quiet" mountainous region where colorful birds wake her with their chirping. Shaana humorously mistakes her father's snoring for bears growling. Next, she reaches Arunachal Pradesh in the east, finding the forest so "thick" that one could easily get lost. She hopes to see red pandas there.

Moving southwest, Shaana visits the Sundarbans in West Bengal, a "wetlands" area where "mangroves" grow in seawater. Her mother is sad about the frequent flooding in this region. Shaana spots "crocodiles and a lonely snake" while boating. They then travel from "east to west, from West Bengal to Gujarat," a long journey into the "hot, dry, and... sand everywhere" desert. She appreciates the "pretty and colourful" local clothes.

Continuing their trip, they head east from the desert to the Narmada River in central India. Shaana experiences the "wild and scary" thrill of rafting, realizing rivers can be very fast. Her father notes less water than before. Towards the end of their travels, they arrive in Goa, in the southwest. Shaana enjoys the "plateaus" and beaches and overcomes her fear of train tunnels.

Their final stops include Chennai and Puducherry, where Shaana tries surfing and notices the rougher waves. She then crosses the "Pamban bridge," amazed by the train traveling across the sea. Her journey concludes at Olaikaadu beach, where she finds "pebbles" and watches her parents dive. Shaana reflects on her diverse experiences, hoping to travel again and take her friends with her.

3. WORD MEANINGS

1. Glacier : a slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles.
2. Chirping : short, sharp sound made by birds.
3. Snoring : making a loud noise as one breathes while sleeping.

4. Thick : (here) dense, with trees growing very close together.
5. Blink : to shut and open the eyes quickly.
6. Mangroves : a type of tree that grows in coastal saline or brackish water.
7. Wetlands : land consisting of marshes or swamps; saturated land.
8. Floods : an overflow of a large amount of water beyond its normal limits, especially over what is normally dry land.
9. Lonely : (here) solitary or isolated.
10. Desert : a dry, barren area of land, usually with sparse vegetation.
11. Rafting : the sport of travelling down a river in an air-filled rubber boat.
12. Plateaus : an area of relatively level high ground.
13. Surf : (here) a water sport that involves standing on a long lightweight board and riding a wave to the seashore.
14. Splashed : caused (liquid) to strike or fall in drops.
15. Rougher : (of water) more turbulent or uneven.
16. Pamban bridge : a specific bridge mentioned in the text.
17. Amazing : causing great wonder or surprise.
18. In person : (of an action) done by oneself rather than through an agent.
19. Dive : (here) swim underwater with special breathing equipment; (past tense: dove).
20. Pebbles : small, smooth stones.
21. Forests : large areas covered chiefly with trees and undergrowth.
22. Deserts : barren or desolate areas, especially those with little or no rainfall.
23. Wetlands : areas of land saturated with water.
24. Mountains : large natural elevations of the earth's surface rising abruptly from the surrounding level.
25. Languages : the method of human communication, either spoken or written.

4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Work in pairs. Discuss the place that you have enjoyed travelling to. Talk about who you went with, how you travelled, and what you learnt from the experience.

Ans :

I'd definitely talk about my trip to Udaipur! I went there last winter during our holidays with my family. We travelled by train, and it was a fun journey looking at the changing scenery.

What I really loved were the beautiful lakes, especially going for a boat ride on Lake Pichola – it was amazing at sunset! We also visited the City Palace, which was so grand and had so much history inside.

From this trip, I learned how important it is to preserve our historical places and natural beauty. It also taught me a lot about the rich culture of Rajasthan. It was a super memorable experience to explore a new city with my family!"

II. Which State or Union Territory of India do you live in? Write the following details about it.

1. Part of the country—North, East, Northeast, West, South or Centre
2. Its capital
3. Language
4. River(s)
5. Tourist attraction
6. Food

Ans :

I live in the state of Rajasthan. Here are some details about it:

1. Part of the country: Rajasthan is in the West part of India.
2. Its capital: The capital of Rajasthan is Jaipur, which is also called the Pink City.
3. Language: The main languages spoken here are Hindi and Rajasthani.
4. River(s): Some important rivers in Rajasthan are the Chambal River and the Banas River.

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6. What kind of places would you like to visit?
   Historic monuments ☐
   Wildlife sanctuaries ☐
7. How long of a trip would you like?
   Short ☐ Long ☐

Now, work in pairs and tell each other about your preferences with respect to the questions. You may use the phrases given below to speak about your choices.

- I prefer… to… because…
- I would rather… than… because…
- I like… better than… as…
- … is or are better than… because…
- … appeal or appeals to me more than… as…
- I am alright with both, but I prefer… because…
- Given a choice, I would go for… over… as…

Ans :

1. I prefer to travel by bus because it is more affordable and I can enjoy the view from the window.
2. I would rather go on a school trip than a family trip because I love travelling with my friends.
3. I like mountains better than beaches as I enjoy the fresh air and peaceful environment.
4. Sightseeing appeals to me more than adventure activities because I love exploring new places and cultures.
5. I am alright with both, but I prefer winter because the weather is cooler and more comfortable for travelling.
6. Given a choice, I would love to go for historical monuments as history seems to be very fascinating to me.
7. Long trips are better than short trips because they give me more time to explore and relax.

Let us write

Imagine that you have to travel to your hometown to attend a family event. Write an application to the Principal of your school, requesting leave of absence. Remember to include the duration of the leave, the reason for the leave and mention how you will complete your school work. Use the format of the application and the verbal cues given below.

_____ (House no. and street)
_____ (City)
_____ (State or Union territory)
_____ (Date)
The Principal
_____ (Name of your school)
_____ (City)
_____ (State or Union territory)
Subject: Request for leave for... days
Dear _____ (Madam or Sir),
I am writing to request _____ days leave with effect from _____ to _____ in order to attend _____.
I would like to assure you that I would _____.
I would be grateful if you could grant me the leave.
Yours sincerely,
_____ (Name)
_____ (Class, Section, Roll Number)

Ans :

23, Ghazni lane
Chompnagar
Diu29 May 2025
The Principal
Gyandev Vidyalay
Diu
Subject: Request for leave for 3 days
Dear Madam,
I am writing to request three days leave with effect from 2 June 2025 to 4 June 2025 in order to attend my cousin's namkaran ceremony in my hometown Porbandar.
I would like to assure you that I would cover up my studies with the help of my classmates..
I would be grateful if you could grant me the leave.

Yours sincerely,
Jadhav
Class 7 B (22)

NODIA

But Amma is sad about how much this place floods today.

We also saw crocodiles and a lonely snake while boating. I hope they don't follow us home.

How is everyone? Are you missing me yet?

(i) What feeling does Shaana most likely experience when she says, "I never knew such a place existed…"?

A. pride
B. hope
C. relief
D. wonder

(ii) Complete the following sentence with a suitable reason. Amma is sad about the frequent flooding in Sundarbans because _____.

(iii) Select the evidence from the text that reflects a feeling of the speaker's slight nervousness.

(iv) Select the option that applies to both the Assertion and the Reason.
Assertion: The speaker is missing her friends.
Reason : The speaker wishes to know the well-being of her friends.

A. Both the assertion and the reason are true, and the reason correctly explains the assertion.
B. Both the assertion and the reason are true, but the reason does not correctly explain the assertion.
C. The assertion is true, but the reason is false.
D. Both the assertion and the reason are false.

Ans :

(i) D. wonder
(ii) it will disrupt the delicate ecosystem of the place
(iii) I hope they don't follow us home.
(iv) A. Both the assertion and the reason are true, and the reason correctly explains the assertion.

2. Amma and Appa are fast asleep, and I should be sleeping too, but I just love looking out of the window. I think we're in the southwest part of the country, in Goa, and you won't believe how nice the plateaus look. There are so many hills here, and beaches too.

There are also a lot of tunnels that the train goes through. I used to be afraid of tunnels, but I'm not any more. Someday, I wish we could all go on a tour of the plateaus.

(i) Complete the sentence with a suitable reason.
The speaker chooses to stay awake because _____.

(ii) What does the speaker mean by saying, 'You won't believe how nice the plateaus look'?

(iii) What has been the change in the speaker's attitude towards tunnels?

A. from fear to comfort
B. from courage to confidence
C. from doubt to clarity
D. from fascination to delight

(iv) Fill in the blanks with the correct option from those given in the brackets.
The speaker's wish to share the experience of touring the plateaus with others indicates her _____ (ability to communicate/sense of connection) as well as the value she places on _____ (shared experiences/updating information) with her peers.

Ans :

(i) she is curious to look outside the window
(ii) it is unbelieveable
(iii) A. from fear to comfort
(iv) The speaker's wish to share the experience of touring the plateaus with others indicates her sense of connection as well as the value she places on shared experiences with her peers.

II. Answer the following questions.

1. Shaana mentions that she used to be afraid of tunnels. What could have been the most likely reason for her to be scared of tunnels?

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Ans :
Shaana was probably scared of tunnels for a few common reasons that make anyone feel a bit uneasy, especially when they're young:

1. Darkness: Tunnels are usually very dark inside. Not being able to see clearly can be scary.
2. Feeling Enclosed: Tunnels are narrow and closed-in. This can make someone feel trapped or a little breathless, which is an uncomfortable feeling.
3. Loud Noises: When a train or vehicle goes through a tunnel, the sounds can become very loud and echo, making it feel intense and a bit overwhelming.

So, the combination of darkness, the enclosed space, and the loud noises would be the most likely reasons for her fear.

2. Do you think Shaana's Appa and Amma enjoyed themselves, just like children do? Support your answer with evidence from the text.

Ans :
Yes, I definitely think Shaana's Appa and Amma enjoyed themselves just like children do!
Here are two points of evidence from the text:

1. At the Thajiwas glacier in Kashmir, they "like throwing snowballs at each other". This shows them engaging in playful, childlike fun.
2. Later, near Chennai, Shaana directly states that "Amma and Appa splashed water on each other and behaved like children". This explicitly compares their actions to those of children.

3. Shaana mentions less snow in the glaciers and more flooding in the Sundarbans. Explain what these observations indicate.

Ans :
Shaana's observations about less snow in the glaciers and more flooding in the Sundarbans clearly indicate Global Warming (or Climate Change). This is happening because rising temperatures cause glaciers to melt, which leads to higher sea levels and increased flooding in low-lying coastal areas.

NODIA

4. Shaana's visits to different parts of the country highlight the diversity of India's geography. Support this statement with evidence from the text.

Ans :
The lesson tells us about India's diverse geographical landforms. There are glaciers, mountains, hills, deserts, mangrove forests, wetlands, seas, beaches, plateaus and islands that Shaana visited on her trip.

5. How does Shaana use language to convey her excitement, curiosity, and sometimes her fears about the places she visits?

Ans :
Shaana uses lively words to depict her excitement, asking questions to express curiosity, and short, tense sentences to share her fears. She describes sights, sounds, and feelings to bring places to life. When excited, she uses energetic words. When curious, she wonders about things. When scared, she uses dark descriptions to show her fear.

6. What might Shaana have learnt from her travels across India? How would it impact her understanding of the country?

Ans :
Shaana might have learnt about India's diverse landforms, cultures, languages and traditions. This will make her realize that unity in diversity is the core of India.

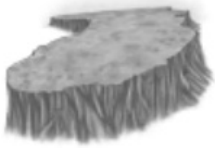
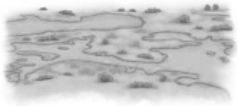
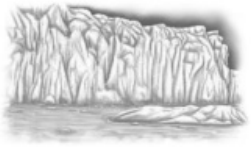
7. What could be the author's purpose of presenting the text in the form of postcards?

Ans :
Postcards are used for sending short letters and they are like souvenirs because they have images of the iconic places that represent a place. The use of postcards by Shaana will help her share India's diversity with her friends.

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Let us learn

I. Read the words from the text given in Column 1 and match them with suitable pictures in Column 2.

	Column 1		Column 2
1.	glaciers	(i)	
2.	treehouse	(ii)	
3.	wetlands	(iii)	
4.	plateaus	(iv)	
5.	pebbles	(v)	
6.	rafting	(vi)	

Ans :
1. vi, 2. i, 3. v, 4. ii, 5. iv, 6. iii.

II. Read the situations given in Column 1. Choose the associated words from the text given in the box below and write them in Column 2. An example has been done for you.

blink scary existed amazing splashed floating

NODIA

	Column 1	Column 2
1.	In the middle of the night, the little boy heard a loud noise. He felt so afraid that he couldn't sleep.	scary
2.	There used to be a bookstore near my house. But it is now shifted to the town.	
3.	The flashes of light from the car made her suddenly close and open her eyes several times.	
4.	The children jumped into the pool and threw water at each other with loud noises.	
5.	My grandmother's place is so beautiful with all green paddy fields and palm trees. It was a great experience.	
6.	When I looked up at the sky, the clouds were not staying at one place. They were moving across the sky.	

Ans :

	Column 1	Column 2
1.	In the middle of the night, the little boy heard a loud noise. He felt so afraid that he couldn't sleep.	scary
2.	There used to be a bookstore near my house. But it is now shifted to the town.	Existed
3.	The flashes of light from the car made her suddenly close and open her eyes several times.	Blink
4.	The children jumped into the pool and threw water at each other with loud noises.	Splashed
5.	My grandmother's place is so beautiful with all green paddy fields and palm trees. It was a great experience.	Amazing
6.	When I looked up at the sky, the clouds were not staying at one place. They were moving across the sky.	Floating

5. Tourist attraction: A very famous tourist attraction is the Amber Fort in Jaipur, which is a beautiful historical fort and palace.
6. Food: A very popular and delicious food here is Dal Bati Churma.

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III. Work in pairs. Recall the names of the states of our country which have 'Pradesh' in their names. Mention if it is in the North, East, Northeast, West, South or Centre of our country. Recall any special feature about each 'Pradesh'. Share your answers with your classmates and the teacher.

First Part of the Name	Second Part of the Name	Part of the Country	Special Feature
1.	Pradesh		
2.			
3.			
4.			

Ans :

First Part of the Name	Second Part of the Name	Part of the Country	Special Feature
1. Arunachal	Pradesh	East	Brahmaputra river
2. Himachal	Pradesh	North	Apples
3. Uttar	Pradesh	North	Taj Mahal
4. Andhra	Pradesh	South	Tirupati Temple

Let us discuss

Complete the table given below based on Shaana's postcards. An example has been done for you. Share your answers with your classmates and the teacher.

	Places Visited	Interesting Descriptions and Activities
1.	Thajiwas glacier, Kashmir	white and blue glaciers; throwing snowballs
2.	Himachal Pradesh	
3.		walking through a thick forest to reach the tree house
4.	Gujarat	
5.	The Narmada river	
6.	Chennai	
7.		floating and looking at the fish; Appa and Amma went for a dive

Ans :

	Places Visited	Interesting Descriptions and Activities
1.	Thajiwas glacier, Kashmir	white and blue glaciers; throwing snowballs
2.	Himachal Pradesh	Quiet, view of the hills from the cabin, chirping of birds
3.	Arunachal Pradesh	walking through a thick forest to reach the tree house
4.	Gujarat	Dry, hot desert, colorful pretty clothes
5.	The Narmada river	Fast, rough
6.	Chennai	Beaches with rough waves and brown water
7.	Olaikaddu beach	floating and looking at the fish; Appa and Amma went for a dive

Let us think and reflect

I. Read the extracts given below and answer the questions that follow.

1. Amma tells me that places like the Sundarbans are called wetlands. I never knew such a place existed, and that it was possible for trees called mangroves to grow in seawater!

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V. Choose the correct option from the words given in the brackets.

1. A pair of sunglasses _____ (is/are) essential when travelling to sunny destinations.
2. Either the tour guide or the tourists _____ (has/have) to arrive first at the meeting point.
3. The information on travel expenses _____ (is/are) useful for first-time travellers.
4. Neither the flight crew nor the pilot _____ (was/were) aware of the delay.
5. The news about the heavy rains _____ (makes/make) many people reconsider their vacation plans.
6. A pair of binoculars _____ (is/are) useful for spotting wildlife on a safari.
7. The hill stations in India _____ (remains/remain) a popular travel destination during winter.
8. Keeping accounts _____ (is/are) important for spending money wisely during travel.
9. Either the ticket or the bus passes _____ (need/needs) to be used for travelling in the tourist bus.
10. Neither the passengers nor the taxi driver _____ (was/were) aware of the best route to the hotel.

Ans :
1. is, 2. have, 3. is, 4. were, 5. makes, 6. is, 7. remain, 8. is, 9. need, 10. were.

Let us listen

I. You will listen to a girl speak about the story of how Agartala got its name and the importance of agar. As you listen, choose the correct option for the questions given below. (Transcript for the teacher on pg. 138)

1. What does the word 'Agartala' mean?
(i) under the agar tree
(ii) beside the agar tree
(iii) around the agar tree

Ans :
(i) under the agar tree

2. Which of these is another name for agarwood trees?
(i) gharuwood
(ii) sandalwood
(iii) rosewood

Ans :
(i) gharuwood

3. What kind of smell does agarwood have?
(i) woody and citrusy
(ii) woody and flowery
(iii) fresh and citrusy

Ans :
(ii) woody and flowery

4. How is agarwood formed?
(i) when the tree dries
(ii) when the tree dies
(iii) when the tree gets infected

Ans :
(iii) when the tree gets infected

5. What is agarwood used to make?
(i) incense and edible oil
(ii) perfumes and wood carvings
(iii) gum and candies

Ans :
(ii) perfumes and wood carvings

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Let us speak

Read the questions listed below.
Which of the two given options do you prefer?

1. How do you like to travel?
   Bus ☐ Train ☐
2. What kind of a trip do you like?
   Family trip ☐ School trip ☐
3. Where would you like to go?
   Beaches ☐ Mountains ☐
4. What do you like to do on a trip?
   Adventure activities ☐ Sightseeing ☐
5. When do you like to travel?
   Winter ☐ Summer ☐

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Figure : Rani-ki-Vav Source: UNESCO

Now, find out about the unique places in your village, region or state and share the details with your classmates and the teacher.

Ans :

Our state is Rajasthan, and it has many unique places. Here are a few special places we found in Rajasthan:

1. Jantar Mantar, Jaipur: It's an old observatory with giant instruments used to study stars and time.
2. Dilwara Temples, Mount Abu: These are beautiful Jain temples known for their amazing, detailed marble carvings.
3. Mehrangarh Fort, Jodhpur: A huge, majestic fort built on a hill, offering great views of the blue city.
4. Hawa Mahal, Jaipur: Called the "Palace of Winds," it's a famous palace with many small windows where royal ladies could watch street festivals.

III. The Hornbill festival is a unique festival that is held annually in the Kisama village near Kohima, the capital of Nagaland.



In groups of four, fid out about this festival—when it is held, who participates in it, what its purpose is, what events are held, etc. Share your fidings with your classmates and the teacher.

Ans :

Here are our findings that we're ready to share with our classmates and the teacher:

1. When it is held: The Hornbill Festival is held every year from December 1st to December 10th.
2. Who participates in it: All the major Naga tribes of Nagaland participate in this festival.
3. What its purpose is: Its main purpose is to help revive, protect, preserve, and promote the rich culture and heritage of the Naga people. It also helps show the unity among the different tribes.
4. What events are held: Many exciting events happen, like traditional dances and songs, indigenous games, delicious food stalls, handicraft displays, wrestling matches, fashion shows, and even music concerts.

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5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. Where did Shaana live?

(A) Kashmir
(B) Raameshwaram
(C) Gujarat
(D) Goa

Ans : (B) Raameshwaram

2. Shaana went on a vacation with _____

(A) Appa
(B) Aaji
(C) Daadi
(D) Haaji

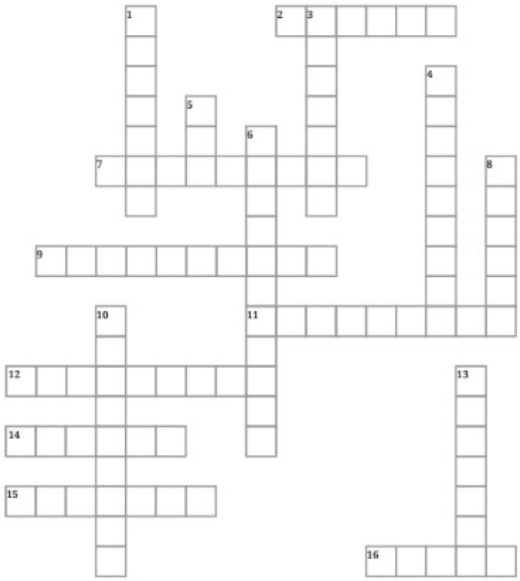
Ans : (A) Appa

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Let us explore

I. Solve the crossword puzzle by identifying the States and Union Territories of India using the clues given.



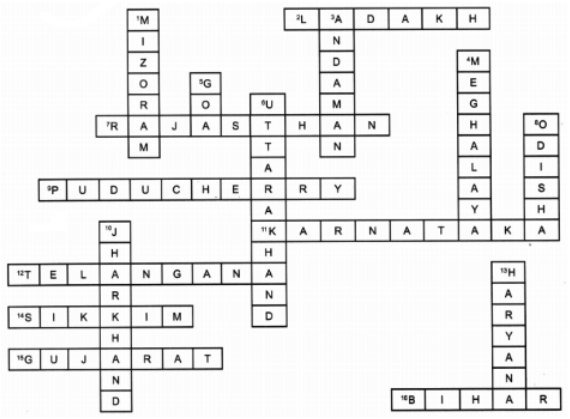
Across

2. Pangong Lake
7. Thar Desert
9. Serenity Beach
11. Hampi
12. Nagarjuna Sagar Dam
14. Thangka Paintings
15. Rann of Kutch
16. Nalanda University

Down

1. Dampa Tiger Reserve
3. Cellular Jail
4. Double Decker Living Root Bridge
5. Dudhsagar Falls
6. Gangotri Glacier
8. Chilika Lake
10. Chota Nagpur Plateau
13. Kurukshetra

Ans :



II. There are many ancient places to visit in India. For example, Kailasa, the majestic cave temples of Ellora. They are offially listed on the World Heritage list by UNESCO. These caves were carved out of the vertical basalt cliffs of the Sahyadri hills. You may visit this site to know more about these caveshttps://indianculture.gov.in/stories/kailasa-majestic-temple-ellora



Figure : The Kailasa Temple Source: UNESCO

1. Rani-ki-Vav (the Queen's Stepwell) is located at Patan, Gujarat and is also on the World Heritage list by UNESCO. Stepwells are a distinctive form of water resource and storage systems on the Indian subcontinent, and were constructed during ancient times. They evolved over time from what was basically a pit in sandy soil towards elaborate multi-storey works of art and architecture.

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III. The following word grid has six words related to 'travel' used in the lesson. Circle the words in the grid. You can search horizontally and vertically. The last letter of each word has been highlighted.

C	E	H	B	O	A	T	T	R	A
T	M	A	T	B	D	R	O	V	E
R	F	T	F	Y	I	O	U	F	I
P	G	I	C	A	K	I	R	B	F
D	R	A	S	T	R	A	I	N	T
N	E	X	R	S	E	A	F	A	A
W	A	L	K	E	D	R	M	E	U
S	C	Z	L	K	G	A	E	W	G
M	H	N	M	B	R	L	J	S	D
L	E	K	D	E	N	S	K	Q	Y
E	D	S	Q	U	A	B	L	R	M

Ans :

C	E	H	B	O	A	T	T	R	A
T	M	A	T	B	D	R	O	V	E
R	F	T	F	Y	I	O	U	F	I
P	G	I	C	A	K	I	R	B	F
D	R	A	S	T	R	A	I	N	T
N	E	X	R	S	E	A	F	A	A
W	A	L	K	E	D	R	M	E	U
S	C	Z	L	K	G	A	E	W	G
M	H	N	M	B	R	L	J	S	D
L	E	K	D	E	N	S	K	Q	Y
E	D	S	Q	U	A	B	L	R	M

IV. Read the following sentences from the text and underline the subject and the verb.

1. Amma and Appa are fast asleep.
   (When the subject of a sentence has two or more nouns or pronouns that are connected by 'and', we use a plural verb).
2. It's hot, dry, and there is sand everywhere.
   (In case the subject is 'it', the verb that follows is either 'is' or 'was' depending on the tense of the sentence).
3. There are so many hills here, and beaches too.
   (When we begin a sentence with 'there', the subject comes after the verb).

The subject of a sentence is closely linked to the verb. The verb form changes depending on whether the subject is singular or plural and if it is in the third person. Choosing the correct verb based on the subject is called subject-verb agreement.

Let us understand subject-verb agreement better.

- A subject and its verb must agree, even if other words or phrases come between them.
  The **formation** of paragraphs **is** important in writing.
- When the subjects are considered individually, we use a singular verb.
  Every man and **woman** **has** the right to vote.
- Collective nouns such as 'class', 'committee', 'audience', 'team' can be singular or plural, based on the context of the sentence. If the sentence implies the group is acting as one unit, the noun is singular and takes a singular verb.
  The **committee** **decides** on the new policy tomorrow.
- The indefinite pronouns 'each', 'either', 'every', 'much', and 'neither' always require singular verbs.
  Each of the **children** **was** given a gift.
- Subjects that look plural because they end in 's' but refer to one thing are singular.
  Mathematics **is** an interesting subject.
- Some nouns (like glasses, scissors, pants, and tongs) are plural but take a singular verb when the phrase 'pair of' is placed before it. Here, 'pair' is the subject.
  This **pair of** scissors **is** sharp.
- When subjects are joined by 'or' or 'nor', the verb should match the subject that is closer to it.
  Neither the students nor the **teacher** **wants** to cancel the trip.
  Either the manager or the **employees** **are** responsible for the mistake.

Ans :

1. **Amma** and **Appa** **are** fast asleep.
2. **It's** hot, dry, and **there** **is** sand everywhere.
3. There **are** **so many hills** here, and **beaches** too.

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3. Which of the following is NOT a place that Shaana visited?
(A) Goa
(B) Sunderbans
(C) Odisha
(D) Himachal Pradesh
Ans : (C) Odisha

4. Which of the following is NOT an activity that Shaana did?
(A) Floating
(B) Surfing
(C) Rafting
(D) Zumba
Ans : (D) Zumba

5. At which place did Shaana wake up to the chirping of the birds?
(A) Himachal Pradesh
(B) Olaikaadu
(C) Kashmir
(D) Arunachal Pradesh
Ans : (A) Himachal Pradesh

6. Where did Shaana hope to see red pandas?
(A) Himachal Pradesh
(B) Olaikaadu
(C) Kashmir
(D) Arunachal Pradesh
Ans : (D) Arunachal Pradesh

7. Where did Shaana see crocodiles?
(A) Himachal Pradesh
(B) Sunderbans
(C) Kashmir
(D) Arunachal Pradesh
Ans : (B) Sunderbans

8. Which place was like a beach without a sea?
(A) glacier
(B) desert
(C) hill
(D) Sunderbans
Ans : (B) desert

9. How was the climate in the desert?
(A) hot and dry
(B) Hot and wet
(C) mild cold
(D) freezing cold
Ans : (A) hot and dry

10. Why were Shaana's hands shaking?
(A) she was ill
(B) She wasn't wearing gloves
(C) she was scared
(D) she was lost
Ans : (B) She wasn't wearing gloves

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11. Where is Thajiwas glacier located?
(A) Uttarakhand
(B) Himachal Pradesh
(C) Arunachal Pradesh
(D) Kashmir
Ans : (D) Kashmir

12. Shaana reached Himachal Pradesh by _____
(A) bus
(B) car
(C) train
(D) ship
Ans : (C) train

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13. They went _____ on a _____ in the Sunderbans.
(A) rafting, river
(B) boating, river
(C) boating, lake
(D) snorkelling, sea
Ans : (B) boating, river

14. What amazed Shaana at Sunderbans?
(A) the crocodile
(B) the mangrove tree growing in the sea
(C) the snake
(D) all of these
Ans : (B) the mangrove tree growing in the sea

6. Explain how Shaana's journey in Goa reflects her personal growth.

Ans :
Shaana's Goa trip reflects her personal growth through increased confidence, particularly overcoming her fear of train tunnels. She now calmly enjoys views from the window, a significant shift. Her desire to explore with friends further indicates growing independence and openness to new adventures. This transition from fear to joy highlights how travel has strengthened her, fostering bravery and self-assurance.

7. What is the moral of the story, and how does Shaana's journey illustrate it?

Ans :
The story's moral is to value India's diversity and embrace new experiences. Shaana's journey illustrates this by showcasing her appreciation for diverse landscapes—glaciers, deserts, forests, mangroves, and beaches. Her postcards share her excitement, and her growing confidence, like overcoming tunnel fears, exemplifies openness. Her travels encourage readers to explore India's rich variety with an open heart.

8. Discuss how the story uses Shaana's postcards to highlight India's geographic diversity.

Ans :
Shaana's postcards effectively showcase India's geographic diversity. She describes Kashmir's snowy glaciers, Himachal's mountains, Arunachal Pradesh's lush forests, and Kutch's hot desert. She also highlights Sundarbans' mangroves, Goa's plateaus and tunnels, and Chennai's peaceful sea. Each postcard details different climates, terrains, and wildlife, from red pandas to crocodiles, painting a vivid picture of India's varied landscapes, from icy peaks to coastal regions.

9. What role does Shaana's imagination play during her stay in Himachal Pradesh, and how does it enhance her experience?

Ans :
Shaana's imagination enhances her Himachal Pradesh experience. In her cabin, morning bird sounds bring joy. At night, her mother's joke about snoring sparks Shaana's playful imagining of hugging a bear. This creative thinking transforms ordinary moments into exciting adventures. Her ability to craft stories from surroundings highlights curiosity. Through postcards, she encourages friends to adopt her imaginative perspective, deepening appreciation for new places.

10. How does Shaana's experience in the Sundarbans show her mixed feelings of excitement and nervousness?

Ans :
Shaana's Sundarbans experience reveals mixed excitement and nervousness. She's fascinated by mangroves and enjoys boating, but seeing crocodiles and snakes creates apprehension. Her mother's mention of flooding adds environmental concerns, balancing awe with caution. This blend highlights Shaana's embrace of adventure while acknowledging complexities. Her postcards reflect these feelings, reinforcing the moral of appreciating diverse landscapes with both curiosity and caution.

Competency Based Questions

1. Shaana couldn't dive at the beach but enjoyed floating. How does this show a good way to handle disappointment?

Ans :
Shaana shows a good way to handle disappointment by focusing on what she could do, not what she couldn't. Instead of being sad about not diving, she enjoyed floating and watching fish. This helps her still have a happy last day at the beach, showing a positive attitude.

2. Shaana traveled all over India. If you described her trip to a younger child, how would you make it sound exciting and simple?

Ans :
"Imagine, little one, a super-long train ride across India! Shaana saw snowy mountains, then big green forests with treehouses. She even saw desert sand and rivers that bounced

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5. False – Her mother wanted to teach her to dive, but there were no diving suits her size, so Shaana "spent the day floating and looking at the fish".

Assertion and Reason Questions

1. Assertion (A): Shaana traveled to Himachal Pradesh by air.
Reason (R): Himachal Pradesh is located far away from Kashmir.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(D) A is false but R is true.
Assertion A is false; Shaana states, "We took another train yesterday and reached Himachal Pradesh". Reason R is true; the text indicates a significant distance between Kashmir (north) and Himachal Pradesh, implying they are not right next to each other in a way that implies a short travel.

2. Assertion (A): Shaana's Amma was sad about the Sundarbans.
Reason (R): The Sundarbans region experiences frequent flooding.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.
Assertion A is true; "Amma is sad about how much this place floods today". Reason R is true and is the explicit reason for Amma's sadness.

3. Assertion (A): Shaana was afraid of tunnels earlier in her travels.
Reason (R): The tunnels were very dark and noisy, making them scary.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.
Assertion A is true; Shaana states, "I used to be afraid of tunnels". Reason R is also true; tunnels are typically dark and noisy, which are common reasons for fear in such enclosed spaces.

4. Assertion (A): Shaana's Amma was sad about the Sundarbans.
Reason (R): The Sundarbans region experiences frequent flooding, which worries Amma.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.
Amma's sadness is directly linked to "how much this place floods today."

5. Assertion (A): Shaana found the Narmada river to be wild and scary during rafting.
Reason (R): She had always thought rivers were calm.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.
Shaana's surprise at the river's wildness is because she "always thought rivers were calm".

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(ii) Shaana thinks she hears bears growling at night, but her Amma tells her it is just _____ snoring.

(iii) State whether the following statement is true or false:
According to Amma, the sound Shaana hears at night is actually bears growling.

(iv) What does Shaana think she hears when it gets dark?

Ans :

(i) (c) The chirping of colourful birds

(ii) Appa

(iii) False (Her Amma says the sound is just "Appa snoring.")

(iv) When it gets dark, she thinks she hears bears growling in the west.

3. Read the following extract and answer the questions that follow:

Did you know that Arunachal Pradesh is far away from Himachal Pradesh? I thought all the Pradesh states sat next to each other.

We took two trains and drove a long time to get here. This morning, we walked through a forest to reach our treehouse. The forest here is so thick that if you blink or stop to tie your shoelaces, you will get lost.

(i) What was Shaana's mistaken belief about the "Pradesh" states?
(a) That they were all in the north.
(b) That they all had thick forests.
(c) That they were all located next to each other.
(d) That they were easy to travel between.

(ii) This morning, Shaana's family walked through a forest to reach their _____.

(iii) State whether the following statement is true or false:
Shaana found the forest in Arunachal Pradesh to be very sparse and easy to navigate.

(iv) How does Shaana describe the thickness of the forest in Arunachal Pradesh?

Ans :

(i) (c) That they were all located next to each other.

(ii) treehouse

(iii) False (She describes the forest as "so thick that if you blink or stop to tie your shoelaces, you will get lost.")

(iv) Shaana describes the forest as being so thick that one could get lost just by blinking or stopping to tie shoelaces.

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4. Read the following extract and answer the questions that follow:

It did not take any time at all to travel south west and get to the Sundarbans in West Bengal. Today, Amma and Appa took me out onto the river in a small boat. Amma tells me that places like the Sundarbans are called wetlands. I never knew such a place existed, and that it was possible for trees called mangroves to grow in seawater! But Amma is sad about how much this place floods today.

We also saw crocodiles and a lonely snake while boating.

(i) What are places like the Sundarbans called?
(a) Glaciers
(b) Deserts
(c) Wetlands
(d) Plateaus

(ii) Shaana was surprised that trees called _____ could grow in seawater.

(iii) State whether the following statement is true or false:
Shaana's Amma was happy about the current state of the Sundarbans.

(iv) What was it about the mangrove trees that Shaana found surprising?

Ans :

(i) (c) Wetlands

(ii) mangroves

(iii) False (The extract states, "But Amma is sad about how much this place floods today.")

(iv) Shaana was surprised that it was possible for them to grow in seawater.

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7. What were Shaana's observations about the desert in Gujarat, despite its heat?

Ans :
In Gujarat, Shaana noted it was "hot, dry, and there's sand really". Despite this, she loved "the clothes here" as they were "so pretty and colourful".

8. Describe Shaana's experience while rafting in the Narmada river.

Ans :
Shaana went rafting in the Narmada river and found it "wild and scary". She was "fully wet by the time I was done", even though she always thought rivers were calm.

9. What did Shaana observe about Goa's landscape, and what fear did she overcome there?

Ans :
Shaana observed Goa's landscape of plateaus and hills from her train window. While there, she successfully overcame her earlier fear of riding through tunnels, now enjoying the journey with newfound confidence.

10. What activity did Shaana try in Chennai, and how well did she perform?

Ans :
Shaana decided to learn surfing in Chennai. She performed commendably, stating she was "good at it now" because she "only fell down twice". This showed her quick grasp of the new water sport.

Long Answer Type Questions

1. What makes the Rann of Kutch different from Kashmir?

Ans :
The Rann of Kutch is a hot, dry, sandy desert in Gujarat, contrasting sharply with Kashmir's cold, snowy glaciers. While Kashmir demands multiple warm layers, the Rann's arid climate highlights India's vast climatic and landscape diversity. Shaana's experience underscores this difference, showcasing the country's varied environments from biting cold to intense heat.

2. What does Shaana notice about the snow in Kashmir?

Ans :
Shaana notices less snow at Kashmir's Thajiwas Glacier than last year. She describes the beautiful white and blue glaciers but observes the reduced snowfall, indicating environmental awareness. Despite this, she enjoys the cold and snowball fights with her parents, highlighting her keen observation skills amidst her excitement.

3. How does Shaana's visit to the Thajiwas Glacier show her curiosity and the challenges she faces?

Ans :
Shaana's visit to Thajiwas Glacier highlights her curiosity; she's amazed by the ice and observes less snow than last year. She enjoys snowball fights, showing her adventurous spirit. However, challenges like freezing hands due to forgotten gloves and needing layers show difficulties. Despite this, Shaana remains eager to explore, demonstrating both curiosity and bravery in facing nature's demands.

4. How does Shaana feel about tunnels in Goa?

Ans :
In Goa, Shaana feels confident riding a train through tunnels, overcoming her past fear. She now enjoys watching the passing plateaus and hills from the window. This newfound comfort reflects her personal growth and increased openness to adventurous experiences during her journey, showcasing her development from apprehension to enjoyment.

5. Describe Shaana's experience in Arunachal Pradesh and why it is her favourite stop.

Ans :
In Arunachal Pradesh, Shaana enjoys an adventurous journey to a treehouse, involving a train, car, and forest walk. She loves the dense forest and hopes to spot red pandas, making it her favorite stop. Staying in the treehouse adds magic, drawing her closer to nature. The challenging journey, beautiful forest, and rare wildlife spark her imagination and excitement, solidifying its favorite status.

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15. They travelled from West Bengal to Gujarat by a _____

(A) train
(B) bus
(C) cab
(D) not mentioned

Ans : (D) not mentioned

16. What was Shaana's score in the surprise test?

(A) 86%
(B) 88%
(C) 90%
(D) 95%

Ans : (B) 88%

17. What is the name of the bridge on which their train crossed the sea?

(A) Tanban
(B) Pompom
(C) Pamban
(D) Panbam

Ans : (C) Pamban

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18. How is the sea at Puducherry different from that in Shaana's hometown?

(A) Waves are calmer
(B) Waves are mightier
(C) Waves are rougher
(D) Water is clearer

Ans : (C) Waves are rougher

19. What activity did they do in Puducherry?

(A) Jogging
(B) Hiking
(C) Surfing
(D) Diving

Ans : (C) Surfing

20. Which activity scared Appa?

(A) Rafting
(B) Floating
(C) Surfing
(D) Diving

Ans : (A) Rafting

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Fill in the Blanks

1. Shaana lives in _____ island and is travelling the length and breadth of the country.
2. In Kashmir, Shaana visits the Thajiwas _____ where they have to wear four layers of clothes.
3. In Himachal Pradesh, Shaana thinks she hears bears growling, but her Amma says it's just Appa _____.
4. In Arunachal Pradesh, the forest is so thick that if you blink or stop to tie your shoelaces, you will get _____.
5. Shaana was fully wet after _____ in the Narmada river.

Ans :

1. Rameswaram, 2. glacier, 3. snoring, 4. lost, 5. rafting.

State Whether True or False

1. Shaana's first postcard is from the eastern part of India.
2. Shaana's family travelled from West Bengal to Gujarat by train in two-and-a-half days.
3. Shaana found mangroves growing in seawater in the Sundarbans.
4. Shaana was still afraid of tunnels when she travelled to Goa.
5. Shaana learned how to dive at Olaikaadu beach.

Ans :

1. False – Shaana's first postcard is from "Thajiwas glacier in Kashmir," which is "way up north."
2. True – Shaana writes, "We travelled across the country, all the way from east to west, from West Bengal to Gujarat, and it took us two-and-a-half days!"
3. True – Shaana says, "I never knew such a place existed, and that it was possible for trees called mangroves to grow in seawater!"
4. False – Shaana states, "I used to be afraid of tunnels, but I'm not any more."

the boat! It was like seeing a giant storybook come alive with so many different places!"

3. Shaana saw less snow in Kashmir and more floods in Sundarbans. What might these changes tell us about nature today?

Ans :
These changes might tell us that nature is shifting. Less snow in cold places and more floods in others can be signs that weather patterns are becoming different. This suggests that the environment might be facing problems, making places behave unusually compared to how they used to be.

4. Shaana's parents sometimes acted "like children," splashing water. Create a short conversation where Shaana tells them they are silly, but also shows she enjoys it.

Ans :
Shaana: "Appa, Amma, look at you! Splashing like little kids again!"
Appa: "But Shaana, the water's so inviting! Don't you want to join?"
Shaana: "It is funny to see you two. I guess it's okay! Who's the grown-up here?"
Amma: "Sometimes, it's fun to be like children on holiday!"

5. Shaana learned about different languages and people on her trip. What one important lesson about knowing different cultures could she learn from this?

Ans :
Shaana could learn that India is wonderfully diverse, with unique people and ways of life in each region. Knowing different cultures helps her understand and respect people from various backgrounds, making her more open-minded. This lesson teaches her about unity in diversity and the richness of her own country.

Extract Based Questions

1. Read the following extract and answer the questions that follow:

You won't believe where I am!

I'm way up north, at the Thajiwas glacier in Kashmir. The glaciers are white and blue and we have to wear four layers of clothes. Appa and Amma love it here, and they like throwing snowballs at each other. But they say there was much more snow last year.

(i) Where is Shaana writing this postcard from?
  (a) The Sundarbans
  (b) A desert in Gujarat
  (c) The Thajiwas glacier in Kashmir
  (d) A beach in Goa

(ii) To stay warm at the glacier, Shaana and her family have to wear _____ layers of clothes.

(iii) State whether the following statement is true or false:
Shaana's parents were not enjoying their time at the glacier.

(iv) What did Shaana's parents observe about the amount of snow compared to the previous year?

Ans :
(i) (c) The Thajiwas glacier in Kashmir
(ii) four
(iii) False (The text states, "Appa and Amma love it here, and they like throwing snowballs at each other.")
(iv) Her parents said that there was much more snow last year.

2. Read the following extract and answer the questions that follow:

We took another train yesterday and reached Himachal Pradesh. It is very quiet, and we can see so many mountains from our cabin. Colourful birds wake me with their chirping when the Sun rises in the east.

I also think I hear bears growling in the west when it gets dark. But Amma says that's just Appa snoring. I would love to meet a bear and give it a hug.

(i) What wakes Shaana up in the morning in Himachal Pradesh?
  (a) The sound of the train
  (b) Her Appa snoring
  (c) The chirping of colourful birds
  (d) The growling of bears

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Very Short Answer Type Questions

1. Where does Shaana live?

Ans :
Shaana lives in Rameswaram island.

2. What does Shaana write to her friends about her travels?

Ans :
Shaana shares her travel experiences through postcards.

3. Which glacier did Shaana visit in Kashmir?

Ans :
Shaana visited the Thajiwas glacier in Kashmir.

4. What did Shaana's Amma say Appa's snoring sounded like?

Ans :
Amma said it sounded like bears growling.

5. Which state did Shaana find with a very thick forest?

Ans :
Shaana found Arunachal Pradesh had a very thick forest.

6. What are places like the Sundarbans called?

Ans :
Places like the Sundarbans are called wetlands.

7. What kind of trees grow in seawater in Sundarbans?

Ans :
Mangroves grow in seawater.

8. Which river did Shaana go rafting in?

Ans :
Shaana went rafting in the Narmada river.

9. What did Shaana used to be afraid of?

Ans :
Shaana used to be afraid of tunnels.

10. What bridge did Shaana cross before reaching home?

Ans :
Shaana crossed the Pamban bridge before reaching home.

Short Answer Type Questions

1. Where does Shaana live, and what is she doing with her parents?

Ans :
Shaana lives in Rameswaram island and is traveling the "length and breadth of the country" with her parents, exploring India's landscapes, people, and cultures.

2. What was Shaana's first travel destination, and what did she observe there?

Ans :
Shaana's first travel destination was the "Thajiwas glacier in Kashmir". She observed the glaciers were "white and blue" and noted that there was "much more snow last year".

3. How did Shaana travel to Himachal Pradesh, and what did she hear there?

Ans :
Shaana and her family "took another train" to reach Himachal Pradesh. She heard "Colourful birds" wake her with chirping and thought she heard bears growling.

4. What made the forest in Arunachal Pradesh particularly challenging to navigate, according to Shaana?

Ans :
The forest in Arunachal Pradesh was "so thick that if you blink or stop to tie your shoelaces, you will get lost". This made it challenging to navigate.

5. What did Shaana learn about wetlands and mangroves during her visit to the Sundarbans?

Ans :
Shaana learned that places like the Sundarbans are called "wetlands". She was surprised that "trees called mangroves" could grow in seawater.

6. How long did it take Shaana's family to travel from West Bengal to Gujarat?

Ans :
It took Shaana's family "two-and-a-half days!" to travel "across the country, all the way from east to west, from West Bengal to Gujarat".

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5. Read the following extract and answer the questions that follow:

We travelled across the country, all the way from east to west, from West Bengal to Gujarat, and it took us two-and-a-half days!

I don't know why my Amma and Appa brought me to the middle of the desert. It's hot, dry, and there's sand everywhere. But I love the clothes here. They're so pretty and colourful.

(i) What did Shaana love about being in Gujarat, despite the desert climate?
  (a) The long journey
  (b) The sand
  (c) The hot and dry weather
  (d) The pretty and colourful clothes

(ii) Shaana describes the desert as being hot, dry, and having _____ everywhere.

(iii) State whether the following statement is true or false:
Shaana was thrilled and understood completely why her parents had brought her to the desert.

(iv) How long did it take for Shaana and her family to travel from West Bengal to Gujarat?

Ans :

(i) (d) The pretty and colourful clothes

(ii) sand

(iii) False (She states, "I don't know why my Amma and Appa brought me to the middle of the desert.")

(iv) It took them two-and-a-half days to travel from West Bengal to Gujarat.

6. Read the following extract and answer the questions that follow:

Today was the best day ever! We drove east from the desert to the Narmada river, which flows all the way to the centre of India, and it only took us six hours. In the afternoon, Amma, Appa, and I went rafting in the river and you won't believe how wild and scary it was. I always thought rivers were calm, but up close they're really fast. Appa says that there used to be a lot more water, and rafting was much scarier then.

(i) How did Shaana describe her rafting experience on the Narmada river?
  (a) It was calm and relaxing.
  (b) It was boring and slow.
  (c) It was wild and scary.
  (d) It was the worst day of her trip.

(ii) Shaana had always thought that rivers were _____, but she discovered they are really fast up close.

(iii) State whether the following statement is true or false:
According to Shaana's Appa, the rafting experience was much calmer in the past.

(iv) What new realization did Shaana have about rivers after going rafting?

Ans :

(i) (c) It was wild and scary.

(ii) calm

(iii) False (Her Appa says rafting was "much scarier then" because there used to be a lot more water.)

(iv) Shaana realized that although she had always thought rivers were calm, up close they are actually very fast.

7. Read the following extract and answer the questions that follow:

Amma and Appa are fast asleep, and I should be sleeping too, but I just love looking out of the window. I think we're in the southwest part of the country, in Goa, and you won't believe how nice the plateaus look. There are so many hills here, and beaches too.

There are also a lot of tunnels that the train goes through. I used to be afraid of tunnels, but I'm not any more. Someday, I wish we could all go on a tour of the plateaus.

(i) What fear has Shaana overcome during her train travels?
  (a) The fear of high mountains
  (b) The fear of rivers
  (c) The fear of being away from home
  (d) The fear of tunnels

(ii) Besides hills and beaches, Shaana mentions that the _____ in Goa look very nice.

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(iii) State whether the following statement is true or false:
Shaana is still scared when the train goes through tunnels.

(iv) What wish does Shaana express for the future that involves her friends?

Ans :

(i) (d) The fear of tunnels

(ii) plateaus

(iii) False (She states, "I used to be afraid of tunnels, but I'm not any more.")

(iv) She wishes that someday she and all her friends could go on a tour of the plateaus.

8. Read the following extract and answer the questions that follow:

I can't believe we're in the same state again! We travelled south, and I will be home soon.

We reached Chennai yesterday, and on the way to Puducherry, we decided to learn how to surf. I think I'm good at it now because I only fell down twice. Amma and Appa splashed water on each other and behaved like children. It's a good thing I was there to control them.

The beaches here are not like the ones we have on our island. The waves are a lot rougher and the water is browner, but I still like it here.

(i) Why does Shaana think she is now good at surfing?
(a) She was able to stand for a long time.
(b) She only fell down twice.
(c) Her parents taught her how to do it.
(d) She was better than her parents.

(ii) Shaana mentions that her Amma and Appa splashed water on each other and behaved like _____.

(iii) State whether the following statement is true or false:
The beaches near Chennai were exactly the same as the ones on Shaana's home island.

(iv) What two differences did Shaana notice between the local beaches and the ones on her island?

Ans :

(i) (b) because she only fell down twice.

(ii) children.

(iii) False (The extract states, "The beaches here are not like the ones we have on our island")

(iv) She noticed the waves were "a lot rougher" and the water was "browner".

9. Read the following extract and answer the questions that follow:

I thought Amma and Appa would be tired from all our travelling, but we made one last stop at the Olaikaadu beach before we reached home. And I'm so happy we did.

Amma wanted to teach me how to dive, but they did not have diving suits my size, so I spent the day floating and looking at the fish while my parents dove below me.

We found all sorts of pebbles on the beach, and I can't wait to give them to you in person tomorrow.

(i) Why was Shaana unable to learn how to dive?
(a) She was too tired from travelling.
(b) She was afraid of the fish.
(c) They did not have diving suits in her size.
(d) Her parents did not have time to teach her.

(ii) While her parents dove, Shaana spent the day floating and looking at the _____.

(iii) State whether the following statement is true or false:
Shaana's parents were unable to dive because they could not find diving suits.

(iv) What did the family find on the beach that Shaana planned to give to her friends?

Ans :

(i) (c) they did not have diving suits my size.

(ii) fish.

(iii) False (The extract states that her "parents dove below me")

(iv) They found "all sorts of pebbles on the beach".

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10. Read the following extract and answer the questions that follow:

I can't believe we travelled across the whole country! I know we're going to miss visiting the forests, glaciers, deserts, wetlands, plateaus, and mountains. And we are going to miss hearing all those new languages and meeting all those different people. But we're finally home now, and we can join our friends again.

(i) Besides the different landscapes, what other experiences will the speaker miss?
   (a) The different kinds of food
   (b) The long train journeys
   (c) Hearing new languages and meeting different people
   (d) The different types of weather

(ii) The speaker is glad to be finally home to be able to join her _____ again.

(iii) State whether the following statement is true or false:
The speaker is happy to be home and will not miss any part of the journey.

(iv) List four different types of landscapes the speaker will miss visiting.

Ans :

(i) (c) Hearing new languages and meeting different people

(ii) friends

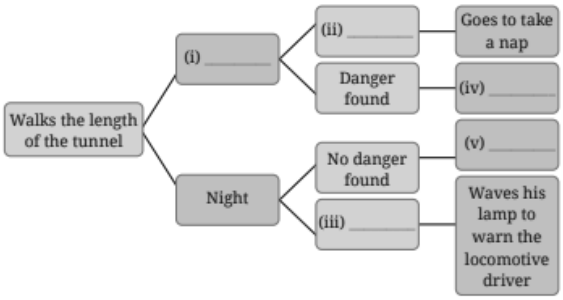
(iii) False (The extract explicitly states, "I know we're going to miss visiting the forests, glaciers, deserts, wetlands, plateaus, and mountains")

(iv) Four types of landscapes the speaker will miss visiting are forests, glaciers, deserts, and mountains.

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chart shows this system. Refer to the text and complete the flow chart.



Ans :
(i) Day, (ii) No Danger found, (iii) Danger found, (iv) wave a red flag, (v) hang lamp at the door of his hut.

Let us discuss II

1. Sunder Singh knew that the leopard was in the tunnel because _____.

Ans :
he could hear padded footfall of the leopard and rustle of dry leaves.

2. Why do you think Suraj was unable to do any shouting in the tunnel in the beginning?

(i) He was afraid of the leopard.

(ii) He didn't want to disturb the leopard,

(iii) He was trying to listen for the leopard.

(iv) He didn't really believe Sunder Singh.

Ans :
(iii) He was trying to listen for the leopard.

3. What made the leopard disappear into the darkness?

Ans :
The leopard disappeared into the darkness because, when both Suraj and Sunder Singh shouted in the tunnel, their voices echoed. Hearing their shouts, the leopard became terrified, thinking that many humans wers following it.

4. How did Suraj know Sunder Singh was at the tunnel?

Ans :
Suraj knew that Sunder Singh was at the tunnel because, he saw a lamp glowing inside it while travelling with his father to Delhi. Even though he couldn't see Sunder Singh's face, he was sure that it was his friend Sunder who was there.

5. Why did Suraj's father take him along to Delhi?

Ans :
Suraj's father took him to Delhi because he felt it was time for Suraj to learn about the business he does.

Let us think and reflect

I. Read the following lines and answer the questions that follow:

1. Suraj had to turn and look back at the opening to reassure himself that there was still daylight outside. Ahead of him, the tunnel's other opening was just a small round circle of light.

The tunnel was still full of smoke from the train, but it would be several hours before another train came through. Till then, the cutting belonged to the jungle again.

Suraj didn't stop, because there was nothing to do in the tunnel and nothing to see. He had simply wanted to walk through, so that he would know what the inside of a tunnel was really like.

(i) Write whether the following statement is true or false.
Suraj looked back at the opening of the tunnel to check if the train was coming.

(ii) Choose the correct option to complete the sentence given below.
Suraj did not stop anywhere in the tunnel because _____.

A. there was nothing to see in the tunnel
B. the tunnel was damp and sticky
C. he was in a hurry to get out of the tunnel
D. it was time for another train to come

(iii) What does the sentence Till then, the cutting belonged to the jungle again' mean?

(iv) Suraj wanted to know the inside of the tunnel. What character trait of Suraj is highlighted here?

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9. Monster : an imaginary creature that is typically large, ugly, and frightening.
10. Instinctively : without thought or plan.
11. Flinch : make a quick movement.
12. Plume of smoke : long, thin cloud of smoke.
13. Drift : to be carried slowly by a current of air or water.
14. Lazily : in a relaxed or unhurried manner.
15. Shisham : a tree found in northern parts of india.
16. Contemplation : deep thought.
17. Pitch dark : completely dark.
18. Reassure : comfort, calm.
19. Damp : slightly wet.
20. Sticky : (of a substance) adhering to other substances; viscous.
21. Scuttled : ran hurriedly.
22. Dazzled : blinded by bright light.
23. Glare : a fierce or angry stare.
24. Shade : to block light.
25. Flash : a sudden brief burst of bright light.
26. Swishing : moving with a brushing sound.
27. Marigolds : a plant of the daisy family, typically with yellow, orange, or copper-brown flowers.
28. Vegetable patch : a small garden area used for growing vegetables.
29. Inspect : to look at (something) carefully in a critical way.
30. Obstacles : things that block the way.
31. Warn : to inform someone in advance of a possible danger, problem, or unpleasant situation.
32. Oil lamp : a lamp that burns oil to produce light.
33. Porcupine : a small animal (large rodent) with sharp spikes on its back.
34. Emerge : to come out into view.
35. Cot : a light bed, often portable.
36. Visitors : people visiting someone or somewhere.
37. Range : area.
38. Night mail : a train that runs at night.
39. Yawned : opened one's mouth wide and inhaled deeply, typically to express tiredness or boredom.
40. Stretched out : extended one's body or a part of it to its full length.
41. Complained : expressed dissatisfaction or annoyance.
42. Snoring : making a loud noise as one breathes while sleeping.
43. Swooped : moved quickly through the air downwards.
44. Breeze : a gentle wind.
45. Scent : a distinctive smell, especially one that is pleasant.
46. Blossoms : flowers on a tree or bush.
47. Kettle : a vessel, usually metal, for boiling water.
48. Stove : an apparatus for cooking or heating.
49. Tailorbird : a small asian songbird that constructs its nest by stitching large leaves together.
50. Chatter : a rapid succession of short, distinct sounds, as made by birds or monkeys.
51. Seven sisters : birds, also called jungle babblers and found in groups of six to eight.
52. Twilight : the soft diffused light from the sky when the sun is below the horizon.
53. Faded : gradually grew faint and disappeared.
54. Sipping : drinking (something) by taking small mouthfuls.
55. Quaint : unusual.
56. Nightjar : a nocturnal bird with a short bill.
57. Creakings : a harsh, scraping or squeaking sound.
58. Whisperings : soft, low sounds.
59. Flexing : bending.
60. Trimming : (here) adjusting the wick of the lamp.

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61. Padded footfall : the soft sound of a footstep.
62. Rustle : a soft, muffled crackling sound like that made by the movement of dry leaves or paper.
63. Peering : looking carefully.
64. Humming : making a low, continuous, droning sound.
65. Distinctly : in a way that is clearly heard or seen.
66. Rhythmic : having a regular, repeated pattern of sound or movement.
67. Sawing sound : a sound like that of cutting wood with a saw.
68. Concern : a matter of interest or importance to someone.
69. Harm : injury or damage.
70. Axe : a tool with a heavy metal blade fixed to a handle, used for chopping wood.
71. Advanced : moved forward.
72. Scare away : to frighten so as to drive away.
73. Paces : steps.
74. Crouching : bending one's body low and forward.
75. Lithe : thin, graceful.
76. Sinewy : lean and muscular.
77. Baring : uncovering and exposing.
78. Snarling : growling.
79. Twitching : a short, sudden movement.
80. Terrifying : extremely frightening.
81. Rang : (past tense of ring) produced a clear, resonant sound.
82. Uncertain : not known, decided, or definite.
83. Swiftly : at high speed; quickly.
84. Tremor : an involuntary quivering movement.
85. Rumble : a continuous deep, resonant sound.
86. Bend : a curve or turn.
87. Hissing : making a sharp sibilant sound.
88. Scattering : throwing in various random directions.
89. Defying : opposing.
90. Charged : moved quickly and forcefully in a particular direction.
91. Thundering : moving very fast with a loud, heavy sound.
92. Trembled : shook involuntarily.
93. Scribbling : writing or drawing (something) carelessly or hurriedly.
94. Accounts : records or statements of financial expenditure and receipts.
95. Staring : looking fixedly or vacantly at someone or something with one's eyes wide open.
96. Business trip : a journey taken for business purposes.
97. Complained : expressed dissatisfaction or annoyance.
98. Carriage wheels : the wheels of a passenger vehicle on a railway.
99. Rhythm : a strong, regular, repeated pattern of movement or sound.
100. Flickering : burning unsteadily.
101. Fringe : edge.
102. Shrill: sharp sound.
103. Plains : large areas of flat land.
104. Strained : pushed (something) to its limits.
105. Firefly : a soft-bodied beetle of which the winged males and wingless females are nocturnal and have luminescent organs.

4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. What kind of an adventure activity would you like to be a part of?
Now, choose the option(s) that best applies to you.

1. How would you like to spend your weekends?
(i) Trying new activities
(ii) Reading a book
(iii) Spending time with friends
(iv) Learning something new

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Ans :
(iv) Learning something ne

2. Which of these places would you prefer to explore?
(i) Dense forests and clear streams
(ii) Magical lands with fairies
(iii) Busy cities with interesting people
(iv) Quiet places to think and create

Ans :
(iv) Quiet places to think and create

3. Which one of these activities would you prefer to do?
(i) Climbing a mountain or exploring a jungle
(ii) Finding a hidden treasure or discovering a secret world
(iii) Solving puzzles or guessing riddles with friends
(iv) Making something creative or building a model

Ans :
(iv) Making something creative or building a model

4. What do you think about teamwork?
(i) I love leading the team.
(ii) I enjoy working with others.
(iii) I prefer sharing ideas with friends.
(iv) I like working alone.

Ans :
(i) I love leading the team.

II. Based on your choices, which of the following do you think applies the best to you? Discuss with your classmates.
- Bold Explorer
- Imaginative Dreamer
- Energetic Planner
- Thoughtful Creator

You may add to the list as per your choices.

Ans :
I think I am a mixture of a bold explorer, an energetic planner, and a thoughtful creator. I embrace challenges with curiosity, organise ideas with enthusiasm and express creativity with depth. This blend allows me to navigate new experiences, turn visions into reality and craft meaningful contributions to the world.

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Let us discuss I

1. Suraj compares the train to a magical creature. Pick the phrases that convey the meaning.

Ans :
Suraj compares the train to a magical creature. The phrases that convey this meaning are:
- "snorting and puffing like some green, black, and gold dragon"
- "some beautiful monster out of Suraj's dreams."
- "thundering past Suraj like the beautiful dragon of his dreams."

2. Suraj knew that the train was close by because _____.

Ans :
he heard the shrill whistle of the engine, and then a sound like distant thunder issued from the tunnel.

3. What did Suraj see inside the tunnel?

Ans :
Inside the tunnel, Suraj saw that the walls were damp and sticky. He also encountered a bat that flew past and a lizard that scuttled between the lines.

4. Select the correct option.
What does Sunder Singh convey about the tunnel?
He says that _____ (it is damp and sticky inside/he has lent it to the Government).

Ans :
he has lent it to the Government.

5. The watchman has created a system through which he informs the locomotive driver about any danger in the tunnel. The following flow

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(grow) vegetables in our back garden. Every day we (ii) **would get up** (get up) early and go for a walk. The weather in summer (iii) **used to be** (be) really nice. There was a lake near the house and we (iv) **would go** (go) there every Sunday for a picnic. Winters (v) **used to be** (be) rather cold. In the evenings, my father (vi) **would tell** (tell) us incredible stories and we (vii) **would listen** (listen) with admiration.

IV. We use punctuation marks to make our writing clear. You already know how to use full stops and commas. Let us look at three more punctuation marks-brack- ets, semicolon; and colon.

Colon (:) is used to introduce a list or an explanation.

- You need the following ingredients to make Ela Ada: ghee, coconut, jaggery, and rice flour.
- He has one goal: to win the championship.

Semicolon (;) is used to connect two clauses which are closely related without a conjunction.

- She loves reading; he prefers watching movies.
- Suraj followed close behind; but he found he was unable to do any shouting

Now, use semicolons and colons to punctuate the following paragraph.

We explored the busy by-lanes of Charminar, the heart of Hyderabad it was an exciting day. We wanted to do a few things buy bangles, taste biryani, and purchase pearl earrings, which are special to this area. As we walked through the lanes, we saw stalls selling spices, clothes, and jewellery the market was full of colours. We visited some famous spots Charminar, Golconda Fort, Salar Jung Museum, and Chowmahalla Palace each place was beautiful.

Ans :

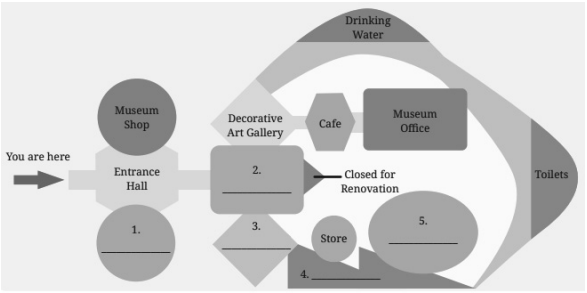
We explored the busy by-lanes of Charminar, the heart of Hyderabad; it was an exciting day. We wanted to do a few things: buy bangles, taste biryani, and purchase pearl earrings, which are special to this area. As we walked through the lanes, we saw stalls selling spices, clothes, and jewellery; the market was full of colours. We visited some famous spots: Charminar, Golconda Fort, Salar Jung Museum, and Chowmahalla Palace; each place was beautiful.

Let us listen

A famous museum in your town is organising a treasure hunt in the museum premises. You and your friends decide to participate in it. Upon arrival, you find that there are many other teams. Each team is given an audio guide (recorded information) and a map to the museum. (Transcript for the teacher on pg. 176)

Listen to the audio recording and as you listen, mark your map with the route to take to find the treasure. To help you, the names of a few rooms in the museum are given below. Now listen to the audio and mark the various rooms.

library	auditorium	weapon room
art gallery	musical instruments hall	



Ans :

1. Library, 2. Art Gallery, 3. Weapon Room, 4. Musical Instruments Hall, 5. Auditorium.

Let us speak

Anju is going on a trekking trip with her family during the summer vacation. They have reached the railway station. Anju calls the tour manager for directions to the trekking site.

Work in pairs and have this conversation. Student A will play the role of Anju and mark the route on the map given below. Student B will play the role of the tour manager. Looking at the map, give directions to reach the trekking site from the railway station.

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Ans :

(i) False (He looked back to see whether it is day or evening outside the tunnel.)

(ii) A. there was nothing to see in the tunnel

(iii) It means that the cleared path through which the train travelled would return to its normal state, becoming part of the jungle once more.

(iv) The character trait of Suraj being highlighted here is that he is bold and curious.

2. "The train will soon be here," said Suraj.

"Yes, my friend. And if we don't drive the leopard out of the tunnel it will be run over and killed. I can't let that happen."

"But won't it attack us if we try to drive it out?" asked Suraj, beginning to share the watchman's concern.

"Not this leopard. It knows me well. We have seen each other many times. It has a weakness for goats and stray dogs, but it ufill not harm us. Even so, I'll take my axe with me. You stay here; Suraj."

(i) What was the watchman's concern?

(ii) Complete the sentence with a suitable reason.
Sunder Singh was sure that the leopard in the tunnel would not attack him and Suraj because _____.

(iii) Select the sentences that are true from those given below.

A. Suraj wants to see leopards in the jungle.

B. Suraj is concerned about Sunder Singh's safety.

C. The leopard in the tunnel attacks goats and stray dogs.

D. Sunder Singh wants to protect Suraj.

E. Sunder Singh knows all about the animals in the jungle.

(iv) Choose the correct option to complete the sentence.
Sunder Singh decides to take his axe with him. This tells us that he was _____.

A. violent

B. cautious

C. bold

D. afraid

Ans :

(i) The watchman heard the noise of the leopard in the tunnel. His concern was that if he did not drive the leopard out, it would be run over by the train.

(ii) Sunder Singh knew that the leopard has weakness for goats and stray dogs.

(iii) Sentences B, C, D and E are true.

(iv) B. cautious

II. Answer the following questions

1. What does Sunder Singh convey by saying that he has lent his tunnel to the Government?

Ans :

By saying so he wants to convey that since the tunnel is in the middle of the jungle and no one wants to visit or inspect it, he is the only one who takes care of it. He feels that the tunnel belongs to him, though he acknowledges that it belongs to the government.

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2. According to Sunder Singh, "It is safer in the forest than in the town". What example does Sunder Singh give to support his opinion? What does this tell us about him?

Ans :

Sunder Singh supported his statement, "Itis safer in the forest than in the town", by giving an example—he was almost run over by a bus when he went to the town last month.

This shows that Sunder Singh is content with his simple life, away from the hustle and bustle of the city, and cherishes his peaceful existence in the forest, close to nature.

3. Sunder Singh has become part of the jungle life. Support the view with a suitable reason.

Ans :

Sunder Singh has become a part of the jungle, as shown by his deep understanding of its complexities. He knows the traits of all

the animals in the jungle. For example, he is aware that the leopard is not aggressive towards humans, as it prefers to hunt goats and wild dogs for food. He entered the tunnel to drive the leopard out and took an axe for protection only after Suraj warned him that the leopard might harm them.

4. Sunder Singh and Suraj form an unlikely friendship. What draws them together?

Ans :

Suraj and Sunder Singh form an unlikely friendship, brought together by their shared love for nature and the peace of forest life.

Suraj, curious and adventurous, comes from the city to visit the tunnel and explore the jungle. Sunder Singh, on the other hand, prefers the calm and simplicity of the forest over the chaos of city life. Their common appreciation for the natural world, along with their respect for the jungle and its creatures creates a bond between them despite their different backgrounds.

5. Why is Sunder Singh referred to as a 'firefly'?

Ans :

Sunder Singh is referred to as a firefly because, like a firefly that provides light in the darkness, he serves as a guiding presence to the train driver in the lonely and mysterious jungle. He is a watchman with a lamp, always present to help and reassure travellers passing through the night, Sunder Singh's presence brings a sense of safety and familiarity to those journeying through the dark and unknown terrain.

6. Do you think Suraj is an adventure-loving boy? Give reasons.

Ans :

Yes, we can see that Suraj is an adventure-loving boy. He travelled from the city to a village on a bicycle, left it there and walked all the way to explore the jungle and the tunnel. He experienced the train leaving a cloud of smoke, cinders flying in all directions, tree leaves rustling, bats flying and a lizard crawling between the tracks in the tunnel. He also observed the dark and damp tunnel walls, encountered a leopard in the jungle, sippeji tea with the watchman, and even helped drive the leopard out of the tunnel to prevent it from being run over by the train.

All these incidents clearly show how adventurous he is.

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Let us learn

I. Complete the following sentences using the suitable phrases from the text given in the box below:

drifting smoke	approaching engine
sawing sound	flickering lights

1. We could hear the _____ of the train long before it came into view at the station.
2. The street was completely dark but the little boy walked to his house guided by the _____ from the houses.
3. The _____ from the carpenter's workshop grew louder every hour.
4. From the balcony, she watched the _____ from her neighbour's chimney flat across the backyard.

Ans :

1. We could hear the approaching engine of the train long before it came into view at the station.
2. The street was completely dark but the little boy walked to his house guided by the flickering lights from the houses.
3. The sawing sound from the carpenter's workshop grew louder every hour.
4. From the balcony, she watched the drifting smoke from her neighbour's chimney float across the backyard.

II. The text has many 'sound words'. Some of these words are given in Column 1 and their meanings are given in column 2. Match the words with their meanings. You can use a dictionary.

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	Column 1		Column 2
1.	creaking	(i)	making a noise like a long 's' sound
2.	chatter	(ii)	making a long low sound when a door or wooden object moves or is moved
3.	hissing	(iii)	repeated series of short high sounds made by birds or monkeys
4.	rustle	(iv)	blowing with short, quick blasts, as the wind
5.	puffing	(v)	a soft low, dry sound made by the movement of things such as leaves, paper, etc.

Ans :
1.-(ii), 2.-(iii), 3.-(i), 4.-(v), 5.-(iv).

1. Now, complete the sentences given below by filing in the blanks with the correct form of the sound words given in Column 1.

1. The steam engine reached the station _____ black smoke into the sky.
2. Suddenly the snake raised its hood and made a _____ noise.
3. When the wind blew, I heard the _____ of the wooden roof.
4. He heard a _____ of leaves behind him when he was walking in the woods.
5. I get disturbed by the continuous _____ of the monkeys in the neighbourhood.

Ans :

1. The steam engine reached the station **puffing** black smoke into the sky.
2. Suddenly the snake raised its hood and made a **hissing** noise.
3. When the wind blew, I heard the **creaking** of the wooden roof.
4. He heard a **rustle** of leaves behind him when he was walking in the woods.
5. I get disturbed by the continuous **chatter** of the monkeys in the neighbourhood.

III. Read what the watchman Sunder Singh did regularly at the tunnel as part of his duty. Notice the use of 'would'.
Every day, before the train came through, he **would** walk the length of the tunnel. If all was .well,, he **would** return to his hut and take a nap. If something was wrong, he **would** walk back up the line and wave a red flag and the engine driver **would** slow down. At night, the watchman lit an oil lamp and made a similar inspection of the tunnel.

1. Why is the word 'would' used here?
(i) to make a polite request
(ii) to express a desire
(iii)to talk about a habit in the past
In these sentences, the word "would' is used to speak about a past habit.

> 'Would' is used in these sentences to describe repeated activities for a period of time in the past. We call them 'habitual or routine actions in the past'.

Would and used to both describe something that happened regularly in the past. However, 'used to' indicates a past action that doesn't happen any longer.

- I **used to** paint when I was in Grade 4.
- Riya **used to** eat a lot of junk food, but she stopped last year.

2. Complete the sentences using the verb in brackets with the correct form of 'used to' or 'would'. An example has been done for you.
When I was a child we **used to** live in a village near a forest. Back then, we (i) _____ (grow) vegetables in our back garden. Every day we (ii) _____ (get up) early and go for a walk. The weather in summer (iii) _____ (be) really nice. There was a lake near the house and we (iv) _____ (go) there every Sunday for a picnic. Winters (v) _____ (be) rather cold. In the evenings, my father (vi) _____ (tell) us incredible stories and we (vii) _____ (listen) with admiration.

Ans :
When I 'was a child we used to live in a village near a forest. Back then, we (i) **used to grow**

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CHAPTER 10

THE TUNNEL

1. INTRODUCTION

Embark on an exciting journey with Suraj, a young boy fascinated by trains and tunnels. This chapter takes you deep into the heart of a jungle, where Suraj waits to witness the majestic steam engine emerging from a dark tunnel. What starts as a simple curiosity turns into an unexpected adventure when he meets the wise watchman, Sunder Singh, and they face a thrilling challenge together in the tunnel. Discover courage, friendship, and the hidden life of the jungle in this captivating story.

2. SUMMARY

The story is about a boy named Suraj who visits a jungle to watch a steam engine come out of a railway tunnel. It's almost noon, and the jungle is very quiet. Suraj has cycled from town and walked through a small village to reach the tunnel exit. He hears the train's whistle and a sound like distant thunder, knowing the train is coming.

The steam engine bursts out of the tunnel, described as a "green, black, and gold dragon," showering sparks and roaring loudly. Suraj steps back, feeling waves of hot steam. After the train leaves, the jungle becomes still again.

Suraj then decides to walk through the tunnel himself, wanting to know what it's truly like inside. It gets "pitch dark" inside the tunnel, and he has to look back to see the daylight at the entrance. The walls are damp and sticky, and he sees a bat and a lizard.

When he comes out of the tunnel, he is "dazzled" by the light and thinks he sees something moving in the trees – a "flash of orange and gold, and a long swishing tail," which is a leopard.

Near the tunnel is the watchman's hut, where Sunder Singh, the watchman, lives. He inspects the tunnel every day before trains come through. Sunder Singh greets Suraj and explains that the tunnel is "truly my tunnel," which he has "lent it to the Government". He also confirms that Suraj saw his "leopard".

Sunder Singh tells Suraj that the leopard is not dangerous to them, but it likes goats and stray dogs. He invites Suraj to watch the "night mail" train with him, which comes around nine o'clock, and assures him it is "safer in the jungle than in the town". Sunder Singh then takes a nap, and Suraj eventually walks back to the village.

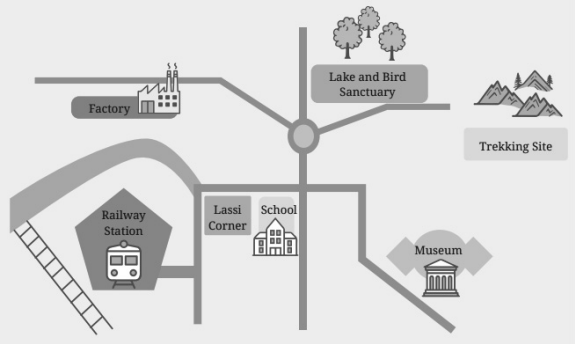
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3. WORD MEANINGS

1. Shimmered : shined with a light that appears to move.
2. Railway embankment : a stone wall made to carry the railway over low ground.
3. Cutting : a narrow valley cut through a hill to make space for a railway line.
4. Scrub-covered : covered with short trees and bushes.
5. Issued : flowed out from.
6. Snorting : making a sound by forcing breath through the nose.
7. Puffing : emitting a small cloud of smoke or vapor.
8. Dragon : a mythical monster resembling a giant reptile, typically winged and scaly with a long tail and fire-breathing.

You may use phrases like the ones in the box to help you.

turn left	turn right
keep going straight till...	take the next left
take the next right	take the roundabout
take the second left	start from...
on the opposite side	right around the corner
in front of	next to



Ans :

Conversation between Student A (Anju) and Student B (Tour Manager) regarding directions from railway station to the trekking site.

Student A (Anju): Hello! We've just arrived at the railway station. Could you please tell me how to reach the trekking site?

Student B (Tour Manager): Sure, Anju! Ill guide you. Start from the railway station first turn left and then turn right.

Student A (Anju): Okay, I see Lassi Corner and a school on the way.

Student B (Tour Manager): Exactly! turn left from the crossing and keep going straight till you reach the roundabout.

Student A (Anju): I've reached the roundabout. Which way should I go now?

Student B (Tour Manager): Great! Now, take the third exit at the roundabout.

Student A (Anju): Alright, taking the third exit.

Student B (Tour Manager): Just go straight from there and you 11 see the Trekking Site on your right, opposite to the Lake and Bird Sanctuary.

Student A (Anju): Perfect, thank you so much!

Let us write

Write a descriptive paragraph about your experience of a train journey. Describe the sights, sounds, and feelings you experienced during the journey. Include details about the people around you, the scenery outside, and the atmosphere inside the train to make your paragraph vivid and engaging.

You may use the following guidelines to help you create the paragraph.

- Start with how the journey began: boarding the train, finding your seat, and the initial impressions.
- Describe the sounds: the whistle of the train, the chatter of passengers, and the rhythmic clatter of wheels on the tracks.
- Mention the sights: the changing scenery outside the window, the hustle and bustle inside the train, and any interesting moments.
- Reflect on your feelings: Were you excited, relaxed, or curious? How did the journey make you feel overall?

Ans :

A Memorable Train Journey

The train journey began with a familiar rush as I boarded, the scent of dust and diesel clinging to the air. Finding my window seat, I settled in just as the guard blew a sharp whistle, and with a gentle lurch, the carriage began to move. Soon, the rhythmic clatter of wheels on the tracks became a comforting heartbeat, a steady drum beneath the cheerful chatter of fellow passengers. Outside, the scenery transformed like a speeded-up film reel: bustling cityscapes gradually gave way to sleepy suburbs, then sprawling green fields dotted with grazing cattle. Tiny villages flashed by, their flickering lights already coming alive as dusk approached, and I felt a profound sense of peace watching the world unfurl beyond my window. Inside, a symphony of sounds filled the air – a baby's soft cry, the rustle of newspapers, and the occasional laughter from a card game in the aisle. I felt a unique blend of excitement for the destination ahead and a deep relaxation, completely immersed in the journey itself.

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5. What animal flew past Suraj inside the tunnel?

   Ans :
   A bat flew past.

6. What animal did Suraj think he saw outside the tunnel?

   Ans :
   Suraj thought he saw a leopard.

7. What was the watchman's name?

   Ans :
   watchman's name was Sunder Singh.

8. What time did the night mail train usually come?

   Ans :
   Night mail train usually came about nine o'clock.

9. What sound confirmed the leopard was in the tunnel at night?

   Ans :
   A rhythmic sawing sound confirmed it.

10. What did Suraj feel when he put his hand to one of the rails?

    Ans :
    Suraj felt its tremor.

Short Answer Type Questions

1. Describe the setting of the jungle and the railway lines at almost noon.

   Ans :
   At almost noon, the jungle was "very still, very silent." Heat waves "shimmered along the railway embankment" where the lines, like "two straight black serpents," disappeared into the tunnel.

2. Why was Suraj waiting near the tunnel exit, even though it wasn't a station?

   Ans :
   Suraj was waiting so that he "could watch the steam engine come roaring out of the tunnel". It wasn't a station, and he wasn't catching a train.

3. How did Suraj know the train was approaching the tunnel before he could see it?

   Ans :
   Suraj knew the train was approaching because he heard its shrill whistle in the distance. Though he couldn't see it due to a hill, he then heard a sound "like distant thunder" issuing from the tunnel , confirming the train's imminent arrival.

4. Describe the appearance of the steam engine as it shot out of the tunnel.

   Ans :
   The steam engine shot out, snorting and puffing like some green, black, and gold dragon, some beautiful monster out of Suraj's dreams. It was Showering sparks left and right.

5. What did Suraj experience when he walked further into the tunnel?

   Ans :
   As Suraj walked further into the tunnel, it grew darker. After about twenty yards, it became pitch dark , and the walls were "damp and sticky".

6. What animal did Suraj glimpse as he exited the tunnel, and how did it appear?

   Ans :
   As Suraj exited, he saw just a flash of orange and gold, and a long swishing tail moving between the trees. The watchman later confirmed it was a leopard.

7. Who was the watchman, and what was his primary duty at the tunnel?

   Ans :
   The watchman's name was Sunder Singh. His duty was "to inspect the tunnel and keep it clear of obstacles" daily before the train came through.

8. Who is Sunder Singh, and what is his job?

   Ans :
   Sunder Singh is the watchman who looks after the railway tunnel. His job is to inspect the tunnel for obstacles and signal trains if anything is wrong, using a red flag by day or an oil lamp at night. He ensures the tracks are safe, maintaining the tunnel's operation for passing trains.

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(B) Explore the jungle
(C) Walk through the tunnel
(D) Wait for the next train

Ans : (C) Walk through the tunnel

8. What was the inside of the tunnel like according to Suraj?
(A) Dry and dusty
(B) Damp and sticky
(C) Smooth and cool
(D) Rough and rocky

Ans : (B) Damp and sticky

9. What animal did Suraj see scuttle between the lines inside the tunnel?
(A) A snake
(B) A bat
(C) A lizard
(D) A mouse

Ans : (C) A lizard

10. What color flash and long swishing tail did Suraj see on the hillside after exiting the tunnel?
(A) Blue and silver
(B) Black and white
(C) Orange and gold
(D) Green and brown

Ans : (C) Orange and gold

11. What was the watchman's name?
(A) Suraj Singh
(B) Sunder Singh
(C) Kamal Singh
(D) Raj Singh

Ans : (B) Sunder Singh

12. What did Sunder Singh say he "owned" besides the tunnel?
(A) The railway tracks
(B) The surrounding jungle
(C) A porcupine
(D) A leopard

Ans : (D) A leopard

13. What was Sunder Singh's duty regarding the tunnel?
(A) To keep it clean
(B) To inspect it and keep it clear of obstacles
(C) To paint the walls
(D) To collect tickets

Ans : (B) To inspect it and keep it clear of obstacles

14. What time does the night mail train typically come, according to Sunder Singh?
(A) Around midnight
(B) Around six o'clock
(C) Around nine o'clock
(D) Around seven o'clock

Ans : (C) Around nine o'clock

15. What did Sunder Singh place over his face to keep away flies when taking a nap?
(A) A towel
(B) His cap
(C) A large banana leaf
(D) A newspaper

Ans : (C) A large banana leaf

16. What sound did Suraj and Sunder Singh distinctly hear that indicated the leopard's presence in the tunnel the second time?
(A) A growling sound
(B) A rhythmic sawing sound
(C) A low purr
(D) A series of soft thuds

Ans : (B) A rhythmic sawing sound

17. What did Sunder Singh take with him when he went to drive the leopard out of the tunnel?
(A) A stick
(B) His lamp
(C) His axe
(D) A red flag

Ans : (C) His axe

18. How did the leopard react when Suraj and Sunder Singh shouted at it in the tunnel?
(A) It charged at them
(B) It snarled and stood its ground
(C) It turned swiftly and disappeared
(D) It ran towards them

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6. What is the moral of the story, and how do Suraj's actions illustrate it?

Ans :
The moral of the story is that courage and curiosity lead to exciting adventures and unexpected friendships. Suraj embodies this by exploring the dark tunnel due to his fascination with the train. His bravery, joining Sunder Singh to face the leopard, highlights his willingness to take risks. These bold choices result in a thrilling adventure and a meaningful bond, showing that embracing courage opens doors to rewarding experiences.

7. Discuss how the story uses the jungle and train to create a sense of thrill and wonder.

Ans :
The story uses vivid descriptions of the jungle and train to create thrill and wonder. The jungle, with its towering trees and wildlife, sparks curiosity and danger, especially during the leopard encounter. The steam train, a "snorting" dragon bursting from the tunnel, evokes awe with its power and sparks. The dark, damp tunnel itself adds suspense. Together, the wild jungle and majestic train create a backdrop of excitement and mystery, drawing readers into Suraj's adventure.

8. Explain the events in the tunnel when Suraj and Sunder Singh face the leopard.

Ans :
When a sawing sound from the tunnel signals a leopard's presence, Suraj and Sunder Singh realize it's in danger from the incoming night train. Sunder Singh, with an axe for protection, reassures Suraj, and they enter. Using loud shouts and the oil lamp's glow, they startle the agile leopard, which swiftly flees into the jungle. They ensure the tracks are clear, stepping aside just as the train roars past. Their actions demonstrate courage and quick thinking, saving the leopard.

Competency Based Questions

1. Suraj goes into a dark tunnel, feeling scared but curious. What does this reveal about his character, and why is curiosity important for new experiences?

Ans :
Suraj's actions reveal he is a curious and brave boy. Even though he feels scared when the tunnel becomes "pitch dark," his curiosity makes him keep going. Curiosity is important for new experiences because it pushes us to explore, learn new things, and overcome fears, leading to interesting discoveries and adventures.

2. Sunder Singh, the watchman, claims the tunnel is "his tunnel." What does this statement tell you about his relationship with his job and the place he works?

Ans :
Sunder Singh's statement shows a deep personal connection and pride in his work. By saying it's "his tunnel" that he "lent to the Government", he feels a sense of ownership and responsibility beyond just a job. He cares for it as if it's his own, highlighting his dedication and love for his duty and the railway.

3. Suraj sees a "flash of orange and gold" and a "swishing tail" on the hillside. Imagine you are Suraj. What is your immediate feeling after seeing this animal, and what do you hope it is?

Ans :
As Suraj, my immediate feeling would be a mix of excitement and a little fear. The quick "flash of orange and gold" would make me wonder. I would secretly hope it is a leopard, even though it's a wild animal, because seeing such a powerful creature would make my adventure in the jungle feel even more thrilling and real.

4. Sunder Singh and Suraj bravely face the leopard in the tunnel. Create a short conversation (two lines each) where they decide to shout together to scare the leopard.

Ans :
Suraj: What if it attacks us if we shout?
Sunder Singh: Not this one, my friend. But we must scare it.

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(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.

Assertion A is true; he did this to shield his eyes from the bright light. Reason R is true and explains why the light was dazzling: he came from complete darkness into sudden brightness.

3. Assertion (A): Sunder Singh carried an axe with him when going into the tunnel to scare the leopard.

Reason (R): He was afraid the leopard would attack him and Suraj.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(C) A is true but R is false.

Assertion A is true; Sunder Singh took his axe for protection. Reason R is false; he stated, "Not this leopard. It knows me well... It will not harm us". His concern was to drive it out so it wouldn't be hit by the train.

4. Assertion (A): Suraj stepped back instinctively when the train shot out of the tunnel.

Reason (R): Waves of hot steam struck him in the face, and the train was loud and powerful.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.

The text explicitly states, "Instinctively, Suraj stepped back a few paces. Waves of hot steam struck him in the face. Even the trees seemed to flinch from the noise and heat." These sensory details directly explain his instinctive reaction.

5. Assertion (A): Sunder Singh wanted to drive the leopard out of the tunnel before the train arrived at night.

Reason (R): He was concerned that the leopard would attack the train's passengers.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(C) A is true but R is false.

Assertion A is true; Sunder Singh stated, "if we don't drive the leopard out of the tunnel, it will be run over and killed. I can't let that happen." However, Reason R is false. Sunder Singh was concerned for the 'leopard's' safety, not that it would attack passengers. He even said, "Not this leopard. It knows me well... it will not harm us."

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Very Short Answer Type Questions

1. What time of day was it at the beginning of the story?

Ans :

It was almost noon.

2. What did the railway lines look like?

Ans :

They looked like two straight black serpents.

3. Why was Suraj waiting near the cutting?

Ans :

Suraj was waiting to watch the steam engine come roaring out of the tunnel.

4. How dark did the tunnel become for Suraj after twenty yards?

Ans :

It became pitch dark.

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Ans : (C) It turned swiftly and disappeared

19. What did Suraj feel on the rails that indicated the train was coming after the leopard incident?

(A) Its heat

(B) Its tremor

(C) Its vibration

(D) Its dampness

Ans : (B) Its tremor

20. What did Suraj see from the train window at the end of the story that reminded him of his friend?

(A) The watchman's hut

(B) The marigold flowers

(C) Sunder Singh's lamp

(D) The tunnel entrance

Ans : (C) Sunder Singh's lamp

Fill in the Blanks

1. The railway lines looked like two straight black _____ disappearing into the tunnel.
2. Suraj was waiting to watch the steam engine come _____ out of the tunnel.
3. When Suraj walked twenty yards into the tunnel, it became _____ dark.
4. The watchman's name was _____.
5. Sunder Singh told Suraj that it was safer in the _____ than in the town.

Ans :

1. serpents, 2. roaring, 3. pitch, 4. Sunder Singh, 5. jungle.

State Whether True or False

1. Suraj was waiting at a station to catch a train.
2. The steam engine showered sparks and roared a challenge to the jungle.
3. Suraj saw a porcupine moving between the trees as he exited the tunnel.
4. Sunder Singh owned both the tunnel and the leopard.
5. The night mail train came through the tunnel at midnight.

Ans :

1. False – Suraj was waiting near the cutting, "It wasn't a station, and he wasn't catching a train."
2. True – The text says the engine was "Showering sparks left and right, it roared a challenge to the jungle."
3. False – Suraj saw "a flash of orange and gold, and a long swishing tail" which the watchman later confirmed was a "leopard".
4. False – Sunder Singh said, "It is truly my tunnel, since no one else will have anything to do with it. I have only lent it to the Government." He did, however, claim the leopard as "My leopard."
5. False – Sunder Singh said the night mail train came "About nine o'clock, if it isn't late."

Assertion and Reason Questions

1. Assertion (A): Suraj waited at the tunnel exit primarily to talk to the watchman.
Reason (R): He wanted to watch the steam engine come roaring out of the tunnel.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(D) A is false but R is true.
Assertion A is false because Suraj's main purpose for waiting was to see the train. Reason R is true as this was his primary intention.

2. Assertion (A): Suraj put his hand up to shade his eyes when he exited the tunnel.
Reason (R): He was "dazzled by the sudden glare" of the daylight after being in the "pitch dark" tunnel.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

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9. Why did Sunder Singh consider the jungle safer than the town?

Ans :

Sunder Singh considered the jungle safer, stating, "Nothing happens to me out here". He supported this by saying, "last month, when I went into town, I was almost run over by a bus".

10. What new sound did Suraj and Sunder Singh hear distinctly at night, indicating the leopard's presence?

Ans :

They heard a rhythmic sawing sound, as if someone cutting through the branch of a tree. Sunder Singh immediately identified it as the leopard in the tunnel.

11. How did Sunder Singh and Suraj manage to drive the leopard out of the tunnel?

Ans :

Raising his lamp, Sunder Singh advanced into the tunnel, shouting loudly. Suraj and Sunder Singh then both shouted together, and the leopard turned swiftly and disappeared into the darkness.

Long Answer Type Questions

1. Why does Suraj visit the railway tunnel?

Ans :

Suraj visits the railway tunnel because he loves watching the midday steam train emerge, finding it magical. He cycles from town, hides his bike, and walks to the tunnel's exit. He doesn't catch the train but enjoys the thrilling sight and sound of it roaring through the jungle, reflecting his adventurous and curious spirit.

2. What does Suraj see from the train when passing through the tunnel later?

Ans :

When passing through the tunnel on the night train with his father, Suraj sees the familiar glow of Sunder Singh's oil lamp in the darkness. This sight reminds him of the watchman steadfastly guarding the tracks, illuminating the night for both trains and leopards, and evokes warm memories of their shared adventure.

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3. What role does Sunder Singh play in Suraj's adventure, and how does their relationship develop?

Ans :

Sunder Singh, the tunnel watchman, plays a pivotal role in Suraj's adventure. His friendly demeanor and shared knowledge of the jungle, including the leopard, quickly build a connection. Their relationship deepens when he invites Suraj for the night train vigil. During the leopard encounter, Sunder Singh's leadership and bravery—scaring the animal away—strengthen their bond. This shared act of courage, culminating in Suraj's affectionate memory of the lamp, forms a special friendship based on trust and mutual respect.

4. How does the encounter with the leopard in the tunnel create excitement in the story?

Ans :

The leopard encounter in the tunnel creates excitement by introducing sudden danger. As Suraj and Sunder Singh wait, jungle sounds heighten awareness. The leopard's "sawing noise" signals its presence just before the train, creating urgency. Sunder Singh's quick decision to enter, with Suraj, using shouts and the lamp to scare the snarling creature, builds intense suspense. Its swift escape and the train's roar cap this heart-pounding moment, emphasizing courage and thrill.

5. How does Suraj's fascination with the steam train set the stage for his adventure in the jungle?

Ans :

Suraj's fascination with the steam train initiates his jungle adventure. His desire to see the "green, black, and gold dragon" emerge from the tunnel draws him there. This curiosity leads him to explore the tunnel's smoky interior, where he spots a leopard's tail and subsequently meets Sunder Singh. This initial enchantment with the train not only sets the entire plot in motion but also connects Suraj to the jungle's mysteries, culminating in their thrilling night encounter.

3. Read the following extract and answer the questions that follow:

Suraj turned from his contemplation of the drifting smoke and began walking along the embankment towards the tunnel.

The tunnel grew darker as he walked further into it. When he had gone about twenty yards, it became pitch dark. Suraj had to turn and look back at the opening to reassure himself that there was still daylight outside. Ahead of him, the tunnel's other opening was just a small round circle of light.

(i) What did the other end of the tunnel look like from the inside?
   (a) A large square of light
   (b) A pitch-dark wall
   (c) A small round circle of light
   (d) The headlamp of another train

(ii) Suraj had to look back at the opening to _____ himself that there was still daylight outside.

(iii) State whether the following statement is true or false:
The tunnel remained bright and well-lit as Suraj walked deeper into it.

(iv) What did Suraj do to reassure himself when the tunnel became pitch dark?

Ans :

(i) (c) A small round circle of light

(ii) reassure

(iii) False (The text states, "The tunnel grew darker as he walked further into it" and "it became pitch dark.")

(iv) When it became pitch dark, he had to turn and look back at the opening to reassure himself that daylight was still there.

4. Read the following extract and answer the questions that follow:

About fifteen metres from the entrance to the tunnel stood the watchman's hut. It was the watchman's duty to inspect the tunnel and keep it clear of obstacles.

Every day, before the train came through, he would walk the length of the tunnel. If all was well, he would return to his hut and take a nap. If something was wrong, he would walk back up the line and wave a red flag, and the engine driver would slow down.

(i) What was the main duty of the watchman?
   (a) To sell tickets for the train.
   (b) To take a nap in his hut.
   (c) To inspect the tunnel and keep it clear of obstacles.
   (d) To grow marigolds in his garden.

(ii) If the watchman found something wrong, he would wave a red _____ to warn the engine driver.

(iii) State whether the following statement is true or false:
The watchman would inspect the tunnel only after the daily train had passed.

(iv) What was the watchman's routine after inspecting the tunnel if he found that everything was safe?

Ans :

(i) (c) To inspect the tunnel and keep it clear of obstacles.

(ii) flag

(iii) False (The text states, "Every day, before the train came through, he would walk the length of the tunnel.")

(iv) If all was well after his inspection, he would return to his hut and take a nap.

5. Read the following extract and answer the questions that follow:

"I wanted to see the train come through," he said. "And then, when it had gone, I thought I'd walk through the tunnel."

"And what did you find in it?"

"Nothing. It was very dark. But when I came out, I thought I saw an animal—up on the hill—but I'm not sure, it moved off very quickly."

"It was a leopard you saw," said the watchman. "My leopard."

(i) What animal did the watchman identify?
   (a) A barking deer
   (b) A porcupine
   (c) A leopard
   (d) A stray dog

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Suraj: My throat is dry. I can't shout loudly.
Sunder Singh: Then we'll shout together! Ready?

5. Sunder Singh says, "It is safer in the jungle than in the town." What example does he give, and what does this show about his view of city life?

Ans :

Sunder Singh supports his view by saying that when he went into town, he was "almost run over by a bus". This shows his belief that city life can be more dangerous and unpredictable than the jungle. He sees towns as places with hidden dangers, unlike the wild, which he understands and feels safe in.

Extract Based Questions

1. Read the following extract and answer the questions that follow:

It was almost noon, and the jungle was very still, very silent. Heat waves shimmered along the railway embankment where it cut a path through the tall evergreen trees. The railway lines were two straight black serpents disappearing into the tunnel in the hillside.

Suraj stood near the cutting, waiting for the midday train. He was waiting so that he could watch the steam engine come roaring out of the tunnel.

(i) Why was Suraj waiting by the railway lines?
  (a) To catch the train home.
  (b) To meet the watchman.
  (c) To watch the steam engine emerge from the tunnel.
  (d) To explore the jungle.

(ii) The author describes the two railway lines as "two straight black _____ disappearing into the tunnel."

(iii) State whether the following statement is true or false:
Suraj was waiting at the train station to board the midday train.

(iv) What time of day was it and how was the atmosphere in the jungle described?

Ans :

(i) (c) To watch the steam engine emerge from the tunnel.

(ii) serpents

(iii) False (The text states, "It wasn't a station, and he wasn't catching a train.)

(iv) It was almost noon, and the jungle was described as being "very still, very silent."

2. Read the following extract and answer the questions that follow:

A second or two later, the steam engine shot out of the tunnel, snorting and puffing like some green, black, and gold dragon, some beautiful monster out of Suraj's dreams. Showering sparks left and right, it roared a challenge to the jungle.

Instinctively, Suraj stepped back a few paces. Waves of hot steam struck him in the face.

(i) What did Suraj imagine the steam engine to be?
  (a) A large serpent
  (b) A talking animal
  (c) A green, black, and gold dragon
  (d) A noisy bird

(ii) As the train passed, waves of hot _____ struck Suraj in the face.

(iii) State whether the following statement is true or false:
Suraj remained perfectly still as the train roared past him.

(iv) What did the steam engine do as it came out of the tunnel?

Ans :

(i) (c) A green, black, and gold dragon

(ii) steam

(iii) False (The text states, "Instinctively, Suraj stepped back a few paces.")

(iv) It came out snorting and puffing, showering sparks, and roaring a challenge to the jungle.

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Let us explore

I. The Nation's pride Atal Tunnel is 9.02 kilometres long. It runs under the Rohtang Pass. It was constructed on the Manali–Leh Highway under the challenging conditions of freezing temperatures in extremely diffilt terrain. The Atal Tunnel has offially been certifid by World Book of Records as the 'World's Longest Highway Tunnel above 10,000 Feet'!



Ans :
Do it yourself.

II. The history of Indian Railways spans over 165 years. On 16 April 1853, the fist passenger train ran between Bori Bunder (Mumbai) and Thane, covering 34 kilometres. It was operated by three locomotives named Sahib, Sultan, and Sindh and had thirteen carriages. In 1864, the North received its fist station, Delhi Junction, near Chandni Chowk.
You may refer to the given link to know more about Indian Railways.
https://artsandculture.google.com/story/a-history-of-indian-railwaysnational-rail-museum/cAVh7RwiKiTtKg?hl=en

Ans :
Do it yourself.

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. What time of day was it when Suraj first arrived at the railway cutting?
(A) Early morning
(B) Mid-afternoon
(C) Almost noon
(D) Dusk

Ans : (C) Almost noon

2. How did Suraj travel to the small village before walking to the tunnel?
(A) By bus
(B) By train
(C) By car
(D) By cycle

Ans : (D) By cycle

3. What did the railway lines look like to Suraj as they disappeared into the tunnel?
(A) Two shiny ribbons
(B) Two straight black serpents
(C) Two silver threads
(D) Two winding paths

Ans : (B) Two straight black serpents

4. What sound first indicated to Suraj that the train was approaching?
(A) A distant rumble
(B) The shrill whistle of the engine
(C) The clang of metal
(D) A steady chugging

Ans : (B) The shrill whistle of the engine

5. To what did Suraj compare the steam engine as it shot out of the tunnel?
(A) A fierce bull
(B) A giant bird
(C) A green, black, and gold dragon
(D) A galloping horse

Ans : (C) A green, black, and gold dragon

6. What did Suraj feel when the train emerged from the tunnel?
(A) Waves of hot steam struck him
(B) A sudden chill
(C) A strong gust of wind
(D) A tremor in the ground

Ans : (A) Waves of hot steam struck him

7. What did Suraj decide to do after the train had passed?
(A) Return home immediately

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(ii) The watchman referred to the animal as "My _____."

(iii) State whether the following statement is true or false:
Suraj reported seeing the animal deep inside the dark tunnel.

(iv) What did Suraj tell the watchman he found inside the tunnel?

Ans :

(i) (c) A leopard

(ii) leopard

(iii) False (Suraj said he found "Nothing" inside the tunnel and only saw the animal after he came out.)

(iv) Suraj told the watchman he found nothing in the tunnel because it was very dark.

6. Read the following extract and answer the questions that follow:

"Is it dangerous?"

"No, it's a leopard that minds its own business. It comes to this range for a few days every month."

"Have you been here a long time?" asked Suraj.

"Many years. My name is Sunder Singh."

"My name's Suraj."

"There is one train during the day. And there is one train during the night. Have you seen the night mail come through the tunnel?"

"No. At what time does it come?"

"About nine o'clock, if it isn't late."

(i) According to Sunder Singh, how often does the leopard visit the area?
(a) Every day
(b) Once a year
(c) For a few days every month
(d) Only during the winter

(ii) The train that comes through the tunnel at night is called the "night _____."

(iii) State whether the following statement is true or false:
Sunder Singh describes the leopard as a very dangerous animal that often causes trouble.

(iv) What does Sunder Singh tell Suraj about the leopard's behavior?

Ans :

(i) (c) For a few days every month

(ii) mail

(iii) False (Sunder Singh says, "No, it's a leopard that minds its own business.")

(iv) Sunder Singh tells Suraj that the leopard is not dangerous and that it minds its own business.

7. Read the following extract and answer the questions that follow:

The following evening, towards dusk, as the flying foxes swooped silently out of the trees, Suraj made his way to the watchman's hut.

It had been a long hot day, but now the earth was cooling, and a light breeze was moving through the trees. It carried with it the scent of mango blossoms, the promise of rain.

Sunder Singh was waiting for Suraj. He had watered his small garden, and the flowers looked cool and fresh. A kettle was boiling on a small oil stove.

"I am making tea," he said. "There is nothing like a glass of hot tea while waiting for a train."

They drank their tea, listening to the sharp notes of the tailorbird and the noisy chatter of the seven sisters.

(i) What did Sunder Singh say was the best thing to have while waiting for a train?
(a) A view of the flowers
(b) The scent of mango blossoms
(c) A glass of hot tea
(d) The chatter of the seven sisters

(ii) The light breeze moving through the trees carried with it the scent of _____ blossoms.

(iii) State whether the following statement is true or false:
Suraj arrived at the hut in the middle of a hot afternoon.

(iv) What two bird sounds did Suraj and Sunder Singh listen to while drinking tea?

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Ans :
1. (iv), 2. (vii), 3. (i), 4. (iii), 5. (ii), 6. (v), 7. (vi).

1. Now, complete the following paragraph by using suitable words from Column 2.
The street was filled with a variety of sounds. A shopkeeper was 1. _____ to attract customers, while a child nearby was 2. _____ at his friend to wait for him. From the other side of the road, a toddler was 3. _____ uncontrollably after dropping his ice cream, and his mother tried to calm him as he began 4. _____ softly. In the background, someone's loud 5. _____ voice added to the bustling noise of the busy evening

Ans :
1. veiling, 2. hollering, 3. bawling 4. whimpering, 5. screeching.

Let us listen

I. Listen to this announcement made in the morning assembly about a school trip to the National Science Centre. As you listen, circle the information that is not correct. (Transcript for the teacher on pg. 177)
   1. The trip to the National Science Centre is organised on 15 September.
   2. Students will start from school at 8.00 in the morning and return by 5.00 in the evening.
   3. Refreshment will not be provided during the trip.
   4. Students are permitted to carry a phone, a notebook, and a pen.
   5. The permission slip is to be signed by the class teacher.
   6. The permission slip is to be submitted to your class teacher by 10 September.
   7. Mr. Mukherjee is the Adventure Club in-charge.

   Ans :
   Statements 1, 3, 4, 5, and 7 are incorrect.

II. Now, listen to the announcement again and rectify the sentences.

Ans :
The following are the corrected statements:
1. The trip to the National Science Centre is organised on 14 September.
3. Refreshments will be provided during the trip.
4. Students are not permitted to carry a phone. They are only allowed to bring a notebook and a pen.
5. The permission slip is to be signed by the parent or guardian
7. Mr. Mukherjee is not the Adventure Club in-charge.

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Let us speak

When speaking in English, small differences in pronunciation can change the overall meaning of the words. One such difference is in the pronunciation of the consonant 'c'. For example: cat (uses /k/ sound for 'c') and city (uses the /s/ sound for 'c')
The poem uses the word 'cinders', which is pronounced with a /s/ sound.

> The letter 'c' has two sounds. It can be pronounced as a /k/ or /s/ sound. But which is right depends on the next letters of the words.
> - Letter 'c' produces /s/ sound if it is followed by the letters 'e', 'i', or 'y'. For example, city ('c' is followed by 'i'). This /s/ sound is known as the soft 'c' sound.
> - Letter 'c' produces /k/ sound if it is followed by the letters 'a', 'o', or 'u' or a consonant at the end of the word. For example, cat ('c' is followed by 'a'). This /k/ sound is known as the hard 'c' sound.

That is why 'cinders' is pronounced with a /s/ sound. The letter 'c' is followed by 'i'!
Now, work in pairs. Pronounce the given words aloud. Keep the rules of the soft and hard 'c' pronunciation in mind.

cell	cable	race	cake	decide	receive
concert	circle	bicycle	echo	uncle	

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followed close behind, but he found he was unable to do any shouting. His throat was quite dry.

They had gone about twenty paces into the tunnel when the light from the lamp fell upon the leopard. It was crouching between the tracks, only five metres away from them. It was not a very big leopard, but it looked lithe and sinewy. Baring its teeth and snarling, it went down on its belly, tail twitching.

(i) Why was Suraj unable to shout like Sunder Singh?
   (a) He was trying to be quiet.
   (b) His throat was quite dry.
   (c) He was not afraid of the leopard.
   (d) Sunder Singh told him not to.

(ii) The leopard was not very big, but it looked _____ and sinewy.

(iii) State whether the following statement is true or false:
When the light fell on it, the leopard remained calm and did not react.

(iv) What was Sunder Singh doing as he advanced into the tunnel?

Ans :

(i) (b) His throat was quite dry.

(ii) lithe

(iii) False (The extract states the leopard was "Baring its teeth and snarling, it went down on its belly, tail twitching".)

(iv) He was raising his lamp and "shouting at the top of his voice to try and scare away the animal".

11. Read the following extract and answer the questions that follow:

Suraj put his hand to one of the rails and felt its tremor. He heard the distant rumble of the train. And then the engine came round the bend, hissing at them, scattering sparks into the darkness, defying the jungle as it roared through the steep sides of the cutting. It charged straight at the tunnel, and into it, thundering past Suraj like the beautiful dragon of his dreams.

And when it had gone, the silence returned and the forest seemed to breathe, to live again. Only the rails still trembled with the passing of the train.

(i) What did the train look like to Suraj as it thundered past?
   (a) A roaring leopard
   (b) A hissing serpent
   (c) The beautiful dragon of his dreams
   (d) A monster from the jungle

(ii) The engine came around the bend, hissing and scattering _____ into the darkness.

(iii) State whether the following statement is true or false:
After the train had passed, the forest remained quiet and lifeless.

(iv) What were the first two signs that alerted Suraj to the train's approach?

Ans :

(i) (c) The beautiful dragon of his dreams

(ii) sparks

(iii) False (The extract states that after the train had gone, "the silence returned and the forest seemed to breathe, to live again".)

(iv) The first two signs were that he felt the tremor of the rail and heard the distant rumble of the train.

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12. Read the following extract and answer the questions that follow:

Suraj's father was scribbling in a notebook, doing his accounts. Suraj sat at an open window staring out at the darkness. His father was going to Delhi on a business trip and had decided to take the boy along. ("I don't know where he gets to, most of the time," he'd complained. "I think it's time he learnt something about my business.")

The night mail rushed through the forest with its hundreds of passengers. The carriage wheels beat out a steady rhythm on the rails. Tiny flickering lights came and went, as they passed small villages on the fringe of the jungle.

Ans :

(i) (c) A glass of hot tea

(ii) mango

(iii) False (The extract states that Suraj arrived "The following evening, towards dusk" when "the earth was cooling")

(iv) They listened to "the sharp notes of the tailorbird and the noisy chatter of the seven sisters".

8. Read the following extract and answer the questions that follow:

As the brief twilight faded, most of the birds fell silent. Sunder Singh lit his oil lamp and said it was time for him to inspect the tunnel. He moved off towards the tunnel, while Suraj sat on the cot, sipping his tea. In the dark, the trees seemed to move closer to him. And the nightlife of the forest was conveyed on the breeze—the sharp call of a barking deer, the cry of a fox, the quaint tonk-tonk of a nightjar.

(i) Which of these sounds was NOT mentioned as part of the "nightlife of the forest"?

(a) The cry of a fox

(b) The call of a barking deer

(c) The roar of a train

(d) The tonk-tonk of a nightjar

(ii) While Suraj waited on the cot, Sunder Singh lit his oil lamp and went to _____ the tunnel.

(iii) State whether the following statement is true or false:
As twilight faded, the forest became louder with the sounds of many birds singing.

(iv) What did the trees seem to be doing in the dark as Suraj sat alone?

Ans :

(i) (c) The roar of a train

(ii) inspect

(iii) False (The text states, "most of the birds fell silent.")

(iv) In the dark, the trees seemed to move closer to him.

9. Read the following extract and answer the questions that follow:

As Sunder Singh sat down on the cot beside Suraj, a new sound reached both of them quite distinctly—a rhythmic sawing sound, as if someone cutting through the branch of a tree.

"What's that?" whispered Suraj.

"It's the leopard," said Sunder Singh. "I think it's in the tunnel."

"The train will soon be here," said Suraj.

"Yes, my friend. And if we don't drive the leopard out of the tunnel, it will be run over and killed. I can't let that happen."

(i) What was Sunder Singh's primary concern after hearing the leopard in the tunnel?

(a) That the train would be late.

(b) That the leopard might attack them.

(c) That the leopard would be killed by the train.

(d) That the leopard would damage the tunnel.

(ii) The new sound they heard is described as a "rhythmic _____ sound."

(iii) State whether the following statement is true or false:
Sunder Singh was unconcerned about the leopard's fate and decided to do nothing.

(iv) What did Sunder Singh believe would happen to the leopard if they didn't drive it out of the tunnel?

Ans :

(i) (c) That the leopard would be killed by the train.

(ii) sawing

(iii) False (Sunder Singh showed great concern, saying, "I can't let that happen.")

(iv) Sunder Singh believed that if they did not drive the leopard out, it would be run over and killed by the train.

10. Read the following extract and answer the questions that follow:

Raising his lamp, Sunder Singh advanced into the tunnel, shouting at the top of his voice to try and scare away the animal. Suraj

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CHAPTER 11

TRAVEL

1. INTRODUCTION

"Travel" is a heartfelt poem that captures the spirit of adventure and wanderlust. The poet shares her deep fascination with trains, hearing their whistles and seeing their distant sparks, even when they are far away. She expresses a strong desire to board any train, no matter its destination, highlighting a longing for new experiences and unknown journeys. This poem invites you to reflect on the excitement of exploration and the joy of embracing new adventures.

2. SUMMARY

The poem expresses a deep love and fascination for trains and the idea of travel. The speaker says that even when the "railroad track is miles away," and the day is "loud with voices speaking," they can still hear the train's whistle "shrieking". This shows that the train is always on their mind.

Even at night, when everything is quiet for "sleep and dreaming" , the speaker still sees the train's "cinders red on the sky" and hears its "engine steaming". This means the train is a constant presence in their thoughts, whether it's day or night.

The poem also talks about the speaker's friendships. They say their "heart is warm with the friends I make" and believe they "better friends I'll not be knowing". This shows they value their current friendships greatly.

However, despite having such good friends and a warm heart, the speaker has a strong desire to travel. They state, "Yet there isn't a train I wouldn't take, No matter where it's going". This line highlights their adventurous spirit and willingness to explore any destination the train might lead to, representing new experiences and opportunities.

3. EXPLANATION

Stanza 1

The railroad track is miles away,
And the day is loud with voices speaking,
Yet there isn't a train goes by all day
But I hear its whistle shrieking.

Word Meaning :

1. Railroad track : a track made of steel rails on which railroad cars run.
2. Whistle : a clear, high-pitched sound made by forcing breath through a small hole or gap.
3. Shrieking : making a high-pitched, piercing sound.

Explanation :

The poet begins the poem stating that the train tracks are very far away, and during the day, there is a lot of noise around her, people talking and daily life happening. Still, even though the trains are far and everything else is loud, every time a train passes by, she hears its loud whistle in her mind or imagination. This shows that the sound of the train is very important to her. It catches her attention even through the noise. It also shows that she is always thinking about travel and adventure, and the train represents her wish to go somewhere far away.

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VII. Complete the following by choosing the correct option from those given in brackets.
The poet repeats the line, '...there isn't a train goes by,' in all three stanzas to _____. (highlight the speaker's fascination with the train/suggest that the area has many trains passing through)

Ans :
highlight the speaker's fascination with the train.

VIII. The poem contrasts the busy day with the stillness of the night. What is the common factor in these?

Ans :
The common factor in both the busy day and the stillness of the night is the train's presence. Despite different times of day, the poet hears the train's whistle during the day and imagines its engine at night.

IX. Imagery is a literary device that uses descriptive language to create mental pictures and appeal to the reader's senses (sight, sound, smell, taste and touch). It makes the descriptions more relatable.
Select the phrases from the poem that are examples of imagery. One example is given: day is loud.

Ans :
1. Whistle Shrieking
2. Night is still for sleep and dreaming
3. Cinders red on the sky
4. Engine steaming

Let us think and reflect

I. Read the extract given below and answer the questions that follow.

1. My heart is warm with the friends I make,
And better friends I'll not be knowing...

(i) Choose the suitable option to complete the following.
The line 'My heart is warm' refers to a heart that is _____.
A. filled with worries
B. full of love
C. feeling upset
D. experiencing anger

(ii) What does the speaker say about her current friends?

(iii) What does the line 'better friends I'll not be knowing' suggest about the speaker's feelings toward their current friends?

(iv) Complete the following suitably.
The tone of the speaker in these lines is _____. (grateful/content)

Ans :
Answer:
(i) B. full of love
(ii) The speaker says that her current friends make her heart warm, and that she believes she will not find better friends than them.
(iii) The line "better friends I'll not be knowing" suggests that the speaker values her current friends deeply and believes no one could be better. It reflects her strong emotional bond and appreciation for them.
(iv) grateful

II. Answer the following questions.

1. What does the phrase 'cinders red on the sky' tell us about the train at night?

Ans :
The phrase "cinders red on the sky" tells us that the train is a steam engine. "Cinders" are the tiny, glowing pieces of burnt coal or wood that fly out from such a train. Because it's night, these hot, red sparks are clearly visible against the dark sky. This shows us the train's powerful presence as it moves, even in the quiet of the night.

2. What is the significance of the repeated references to the train's whistle?

Ans :
The repeated references to the train's whistle are significant because they show the speaker's constant awareness and deep fascination with the train. Even when the train is far away or unseen in the quiet night , its whistle is a recurring sound in the speaker's mind. This strong auditory presence symbolizes the speaker's persistent longing for adventure and travel .

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Ans :

1. I will travel to the adventure camp by bus with my classmates and teacher.
2. I will take a water bottle, snacks, a backpack, comfortable clothes, and a camera.
3. I would like to go there to have fun, try new activities, and spend time with my friends.
4. I would like to do trekking, rope climbing, and campfire storytelling with my friends.
5. The adventure trip will take about 3 days to complete.

III. Discuss in pairs. What might be the reasons that people enjoy train journeys?

Ans :

People enjoy train journeys because:

1. They can see beautiful views like mountains and rivers.
2. It's relaxing to sit and watch the scenery.
3. They can talk and play with friends or family.
4. Trains are comfortable and have space to move around.

Let us discuss

I. The main ideas of each stanza of the poem are given below. Write the number of the stanza against the matching main idea.

1. At night, the speaker imagines the train and hears its engine in the quiet.
2. The speaker feels a strong desire to take any train, no matter where it goes.
3. The speaker hears the train whistle during the day, even though the train is far away.

Ans :

1. At night, the speaker imagines the train and hears its engine in the quiet. (Stanza 2)
2. The speaker feels a strong desire to take any train, no matter where it goes. (Stanza 3)
3. The speaker hears the train whistle during the day, even though the train is far away. (Stanza 1)

II. Read the poem and underline the rhyming words in each stanza.
Write the rhyming words from each stanza. An example has been done for you.

1. Stanza (i): away-day;
2. Stanza (ii):
3. Stanza (iii):

Ans :

1. Stanza (i): away – day, speaking-shrieking
2. Stanza (ii): by-sky, dreaming-steaming
3. Stanza (iii): make – take, knowing – going

III. Identify the rhyme scheme of the poem from the options given below.

1. AABB
2. ABCA
3. ABAB
4. ABBC

Ans :

3. ABAB

IV. Identify the word in the poem that personifies the whistle of the train.

Ans :

Shrieking – it gives the whistle a human-like scream.

V. Tone refers to the attitude the poet has about the poem. Which of these words can be used to describe the poet's tone in this poem?

serious	excited	curious	worried	thoughtful
content	enthusiastic	critical	joyful	

Ans :

The words that can be used to describe the poet's tone in this poem are: excited, enthusiastic, joyful, content.

VI. Select the words that tell us what the train symbolises for the poet.

1. education
2. adventure
3. comfort
4. opportunities

Ans :

Adventure and opportunities.

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Stanza 2

All night there isn't a train goes by,
Though the night is still for sleep and dreaming,
But I see its cinders red on the sky,
And hear its engine steaming.

Word Meaning :

1. Still : without movement; quiet.
2. Dreaming : experiencing a series of thoughts, images, or emotions during sleep.
3. Cinders : small pieces of partly burnt coal or wood.
4. Engine : a machine with moving parts that converts power into motion.
5. Steaming : emitting steam.

Explanation :

The poet talks about the night when no train actually passes by because it is quiet and peaceful, time for sleeping and dreaming. But even then, she imagines the red sparks from the train's engine glowing in the sky and hears the sound of the train's engine steaming. This shows that the poet's thoughts of trains and travel continue even at night, in her dreams and imagination. The train is like a symbol of adventure that stays alive in her mind all the time, even when nothing real is happening around her.

Stanza 3

My heart is warm with the friends I make,
And better friends I'll not be knowing;
Yet there isn't a train I wouldn't take,
No matter where it's going.

Word Meaning :

1. Warm : (of a person) feeling or showing affection, friendliness, or enthusiasm.
2. Matter : be important.

Explanation :

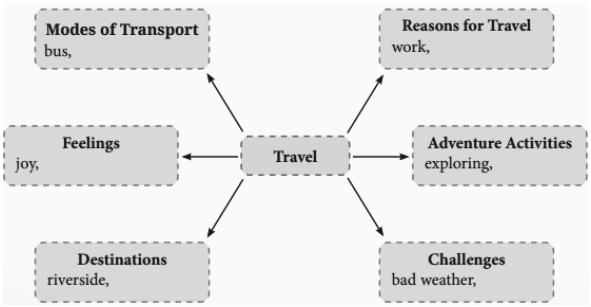
In this stanza, the poet says that she has good friends and loves them very much. She feels happy and warm because of these friendships. But still, she is always ready to take any train, meaning she wants to travel and explore new places. This shows her strong desire for adventure and new experiences, even though she values the friends she already has. She is curious and brave, willing to go anywhere the train takes her, no matter where it leads.

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4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Complete the following word web on travel.



Ans :

1. Modes of Transport- bus, train, car, metro, boats, aeroplane.
2. Reasons for Travel- work, vacation, busi¬ness trips, pilgrimage, shopping.
3. Feelings- joy, excitement, nostalgia, compassion, comfort, sadness.
4. Adventure Activities- exploring, rafting, scuba diving, trekking, wildlife photography, jungle safaris.
5. Destinations- riverside, island, desert, beachside, forest, wildlife sanctuaries.
6. Challenges- bad weather, health issues, lost or stolen belongings, poor accommodation.

II. You are going on a trip to an adventure camp with your classmates and teacher.

1. How will you travel to the adventure camp?
2. What things will you take along?
3. Why would you like to go there?
4. What are the activities you would like to do with your friends?
5. How much time will it take to complete your adventure trip?

3. What does the line 'no matter where it's going' reveal about the speaker's attitude towards travel?

Ans :

The line "no matter where it's going" reveals that the speaker has a very adventurous and open attitude towards travel. It shows her strong desire for new experiences and a complete willingness to explore, without needing a specific destination in mind. She is eager to go wherever the journey might take her.

4. Do you think the poet actually sees and hears the train? Why or why not?

Ans :

No, the poet doesn't actually see or hear the train up close. The poem tells us that "The railroad track is miles away", so the train is too far for a clear sight or sound.

At night, the poet describes seeing the "cinders red on the sky" and hearing the "engine steaming" when the "night is still for sleep and dreaming". This strongly suggests that the poet is imagining the train and its sounds, bringing it to life in their mind and showing their deep interest, rather than experiencing it in reality.

Let us learn

I. Read the expressions from the poem given in Column 1 and match them with what they indicate in Column 2.

Column 1	Column 2
1. miles away	(i) The speaker's affection for their friends
2. cinders red	(ii) The fast and powerful movement of the train
3. heart is warm	(iii) The busy and noisy atmosphere during the day
4. day is loud	(iv) The glow of the train's sparks lighting up the night sky
5. engine steaming	(v) The distance of the train from the speaker

Ans :

1. (v), 2. (iv), 3. (i), 4. (iii), 5. (ii).

1. Now, use the expressions in Column 1 to fill in the following blanks correctly.

1. After meeting her old friend, her _____ with the joy of rekindled memories.
2. As I arrived at the railway station I could hear the _____.
3. The marketplace is bustling, and the _____ with the chatter of shoppers and vendors.
4. The bonfire glowed brightly, throwing _____ into the dark night sky.
5. The sound of a train could still be heard _____ as the evening grew quiet.

Ans :

1. After meeting her f a train could still be heard **miles away** as the evening grew quiet.

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II. The poet uses the word 'shrieking' to tell us about the sound of the train's whistle. There are other words that tell us about different types of related sounds.
Read the meanings of such words in Column 1 and match them with the words in Column 2. You may use a dictionary. Share your answers with your classmates and the teacher.

Column 1	Column 2
1. shouting loudly, often in anger or excitement	(i) wailing
2. crying out in fear or excitement	(ii) hollering
3. crying loudly with grief or sorrow	(iii) screeching
4. making a high-pitched, piercing sound	(iv) yelling
5. calling out loudly, often in a casual or informal way	(v) whimpering
6. crying softly in a low, broken voice	(vi) bawling
7. crying loudly and uncontrollably	(vii) screaming

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(i) What was the main reason Suraj's father took him on the trip?
   (a) To let Suraj see the jungle at night.
   (b) To stop Suraj from getting into trouble at home.
   (c) To have company on the long journey.
   (d) To teach Suraj something about his business.

(ii) As the train passed small villages, _____ flickering lights came and went.

(iii) State whether the following statement is true or false:
Suraj and his father were both staring out the window together.

(iv) Where was the train going and for what purpose?

Ans :

(i) (d) To teach Suraj something about his business.

(ii) Tiny

(iii) False (The extract states that Suraj's father was "scribbling in a notebook, doing his accounts" , while Suraj was "staring out at the darkness".)

(iv) The train was going to Delhi for the father's business trip.

13. Read the following extract and answer the questions that follow:

The train went into the tunnel and out again; it left the jungle behind and thundered across the endless plains.

Suraj stared out at the darkness, thinking of the lonely cutting in the forest and the watchman with the lamp, who would always remain a firefly for those travelling thousands as he lit up the darkness for steam engines and leopards.

(i) What did Suraj think the watchman would always remain for travellers?
   (a) A distant memory
   (b) A good friend
   (c) A firefly
   (d) A lonely guard

(ii) After leaving the jungle, the train thundered across the endless _____.

(iii) State whether the following statement is true or false:
As the train travelled across the plains, Suraj was thinking about his father's business.

(iv) Why did Suraj think the watchman was like a firefly?

Ans :

(i) (c) A firefly

(ii) plains

(iii) False (The extract states that Suraj was "thinking of the lonely cutting in the forest and the watchman with the lamp".)

(iv) Suraj thought the watchman was like a firefly because "he lit up the darkness for steam engines and leopards".



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Ans :

We need to work in pairs and practice pronouncing these words aloud, remembering the rules for soft 'c' (/s/ sound) and hard 'c' (/k/ sound)!

Here's how we'd think about each word:

1. cell: The 'c' is followed by 'e', so it makes the soft 'c' sound (/s/).
2. cable: The 'c' is followed by 'a', so it makes the hard 'c' sound (/k/).
3. race: The 'c' is followed by 'e', so it makes the soft 'c' sound (/s/).
4. cake: The 'c' is followed by 'a', so it makes the hard 'c' sound (/k/).
5. decide: The first 'c' is followed by 'e', so it makes the soft 'c' sound (/s/).
6. receive: The 'c' is followed by 'e', so it makes the soft 'c' sound (/s/).
7. concert: The first 'c' is followed by 'o', so it makes the hard 'c' sound (/k/). The second 'c' is followed by 'e', so it makes the soft 'c' sound (/s/). (This one has both!)
8. circle: The first 'c' is followed by 'i', so it makes the soft 'c' sound (/s/). The second 'c' is followed by 'l', and it sounds like a hard 'c' sound (/k/), even though the rule about a consonant at the end of the word doesn't quite fit here for the 'cl' blend.
9. bicycle: The first 'c' is followed by 'y', so it makes the soft 'c' sound (/s/). The second 'c' is followed by 'l', and it also sounds like a hard 'c' sound (/k/).
10. echo: The 'ch' together here makes a hard 'c' sound (/k/), even though the 'c' isn't followed by 'a', 'o', 'u' directly.
11. uncle: The 'c' is followed by 'l', and it makes a hard 'c' sound (/k/), similar to 'circle' and 'bicycle'.

We'll say these words aloud, trying to get the 'c' sound just right according to the rules!

Let us write

I. A diamante poem is a poem that is shaped like a diamond, which uses specific types of words like adjectives and–ing words. Let us read an example.



Day
Bright, sunny
Dancing, playing, running
Out comes the sun, down goes the sun
Resting, listening, dreaming
Quiet, peaceful
Night

In this example we see how two different ideas—day and night are connected through the poem.

Let us now write a diamante poem that connects 'reading' and 'adventure'.

Reading	**the first topic**
_____, _____	two adjectives about reading
___, ___, ___	three -ing words about reading
__________	four nouns or a short phrase linking your topics
___, ___, ___	three -ing words about adventure
_____, _____	two adjectives about adventure
Adventure	the second topic

Share your poem with your classmates and the teacher.

Ans :

Reading	**the first topic**
quiet, imaginative	two adjectives about reading
exploring, learning, dreaming	three -ing words about reading
books, pages, thoughts, worlds	four nouns or a short phrase linking your topics

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5. Why would the speaker take any train?

Ans :
The speaker would take any train, regardless of its destination, due to an overwhelming love for adventure and exploration. Their restless spirit and excitement for new experiences profoundly outweigh any ties to friends or familiar comforts. This demonstrates an unyielding desire to embrace the unknown and embark on boundless journeys.

6. What common factor is present in both the busy day and the stillness of the night, as experienced by the poet?

Ans :
The common factor in both the busy day and the stillness of the night is the persistent presence and perception of the train, through its sounds and imagery.

7. How does the speaker feel about their friends?

Ans :
The speaker feels a profound and warm affection for their friends. They explicitly state their heart is "warm" with love and that they "couldn't find better friends." This reveals a deep sense of appreciation, contentment, and happiness in the close connections they share, despite their powerful desire for travel and new experiences.

8. How does the poet's use of "shrieking" personify the train's whistle?

Ans :
The poet uses "shrieking" for the train's whistle, giving it a human-like, high-pitched, piercing sound, implying a vivid and almost vocal presence.

9. What does the speaker see in their imagination at night?

Ans :
At night, the speaker imagines seeing the red cinders of a train glowing vividly against the sky. Despite the intended quiet for sleep, these fiery sparks from the engine light up their mind, symbolizing their restless thoughts of trains and the boundless adventures they represent.

10. What does the repetition of the line "...there isn't a train goes by," emphasize about the speaker?

Ans :
The repetition of this line emphasizes the speaker's fascination with the train, highlighting their deep connection and awareness of every passing train.

11. What does the phrase "cinders red on the sky" tell us about the train at night?

Ans :
The phrase "cinders red on the sky" tells us about the glow of the train's sparks lighting up the night sky, making its presence visible even in darkness.

12. What does the speaker hear during the day despite the noisy voices?

Ans :
Despite the noisy voices during the day, the speaker imagines hearing the shrieking whistle of a train. Even though the railroad track is miles away and no train passes nearby, this sharp, exciting sound captures their attention, deeply reflecting their constant fascination with trains and the idea of travel and adventure.

13. What sound does the speaker associate with the train at night?

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Ans :
The speaker associates the sound of the train's engine steaming with the train at night. They vividly imagine hearing the rhythmic puffing steam, a lively sound that keeps the train's movement and energy alive in their mind, even amidst the stillness and quiet of the nighttime hours.

14. Identify an example of imagery related to sound from the poem.

Ans :
An example of imagery related to sound is "its whistle shrieking" or "its engine steaming", creating a mental picture of the train's specific sounds.

15. What does the line "engine steaming" suggest about the train's movement or activity?

3. Kalka-Shimla Railway (Himachal Pradesh): Opened in 1903, it's known for its 102 tunnels, beautiful landscapes, and link to Shimla's old history.

II. As an excellent example of the 'Make in India' success story, the Indian Railways launched India's first indigenous semi-high-speed train, Vande Bharat Express. It has become a symbol of India's aspirations for modern, efficient, and comfortable rail travel. The first Vande Bharat Express train was flagged off on 15 February 2019, on the New Delhi–Kanpur–Allahabad–Varanasi route, running at a speed of 160 kilometres per hour.

Courtesy PIB. Posted on: 02 September 2024 3:41p.m.

In groups of four, find out more about these heritage trains and make a presentation in the class.

Ans :

Our group of four worked on finding out more about the Vande Bharat Express. Even though it's a super modern train, not an old "heritage" one, we think it's really important for India's railway story. Here's what our group found out:

1. The Vande Bharat Express is an excellent example of the 'Make in India' success story.
2. It's India's first indigenous semi-high-speed train. This means it was designed and built in India!
3. It has become a symbol of India's aspirations for modern, efficient, and comfortable rail travel.
4. The very first Vande Bharat Express train started its journey on 15 February 2019.
5. Its first route was from New Delhi to Kanpur, Allahabad, and Varanasi , running at a speed of 160 kilometres per hour.

We also found out that these trains have really cool features inside, like automatic doors, comfortable seats that can rotate, Wi-Fi, and even an infotainment system! Many more routes have been started since then, connecting different parts of India.

III. Some of the underwater rail tunnels are the Thames Tunnel in London, the Seikan Tunnel in Japan and the Channel Tunnel between England and France.

India's first underwater metro route in Kolkata started in March 2024. A part of this special metro line runs beneath the Hooghly River.

Which of these trains do you think would be adventurous to travel in ? Discuss among yourselves.

Ans :

"I think India's first underwater metro route in Kolkata would be the most adventurous to travel in. It sounds so exciting because a part of this special metro line runs beneath the Hooghly River! The idea of being in a train that goes deep underwater, right here in India, makes it feel like a truly unique and thrilling adventure. It started in March 2024, so it's a very modern and special experience."

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. Where is the railroad track located, according to the speaker?

(A) Nearby
(B) Under her window
(C) Miles away
(D) Across the sea

Ans : (C) Miles away

2. What does the speaker hear during the day despite no train passing?

(A) Birds chirping
(B) The train's whistle
(C) Car horns
(D) Children playing

Ans : (B) The train's whistle

3. What mood is created by the line "The day is loud with voices speaking"?

(A) Silence
(B) Loneliness
(C) Busyness
(D) Peacefulness

thoughts. Willingness to board "any train," despite strong friendships, emphasizes passion's power. The poem encourages openness to new experiences, proving that pursuing passions brings joy and growth. It motivates embracing dreams with courage, knowing they enrich life with excitement and possibility.

7. How does the speaker's imagination bring trains to life in the first two stanzas?

Ans :
In the first two stanzas, the speaker's imagination vividly animates trains despite their physical absence. During a noisy day, the speaker conjures the train's "shrieking" whistle, a sharp, exciting sound cutting through chatter, indicating profound fascination. At night, amidst quiet for sleep, they envision "red cinders" glowing and the engine "steaming," creating dynamic images of movement and energy. These sensory details make the trains feel powerfully present, reflecting a deep passion for travel.

8. Describe the contrast between the speaker's feelings for friends and their urge to travel.

Ans :
The speaker expresses deep, warm love for friends, stating their heart feels "warm" and they "couldn't find better friends." This highlights strong affection and contentment. However, an equally powerful urge to travel compels them to board "any train, no matter where it's going." This stark contrast reveals the speaker's internal conflict between the comfort of cherished friendships and an overwhelming desire for new, adventurous experiences, emphasizing their restless spirit.

Competency Based Questions

1. The poet says, "My heart is warm with the friends I make." How does having good friends make any journey in life feel better, even if it's not a real trip?

Ans :
Having good friends makes any life journey better because it fills your heart with happiness and a sense of belonging. Friends offer support, share joy, and create memorable experiences. Even when facing challenges, knowing you have warm connections provides comfort and strength, making the path feel less lonely and more fulfilling, just like a comfortable travel companion.

2. The poem connects feelings with train travel. Imagine you are about to start a long train journey. Write a short diary entry expressing your excitement and one thing you hope to see or do.

Ans :
Dear Diary,
Tonight's the night! My bags are packed, and I'm bursting with excitement for my train journey. I can already hear the distant whistle in my mind! I hope to see amazing new landscapes roll by my window and perhaps write some poems about them. This trip feels like the start of a grand adventure, and my heart is warm with anticipation.

3. The poet feels their "heart is warm with the friends I make". How can making friends during travel make the experience more meaningful than just seeing new places?

Ans :
Making friends during travel can make the experience more meaningful because it adds a human connection to the journey. While seeing new places is exciting, sharing those moments with new people creates special memories and laughter. These friendships enrich the trip by providing companionship and different perspectives, making the heart feel "warm" and the experience deeper than just sightseeing.

4. Imagine you are sitting on a train at night, looking out the window, like the poet. What one small detail would make you feel connected to the outside world, even in the darkness?

Ans :
If I were sitting on a train at night, looking out, the "tiny flickering lights" of passing small villages would make me feel connected.

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(C) With yearning and connection
(D) With fear and anxiety

Ans : (C) With yearning and connection

16. What kind of rhyme scheme is used in the poem?
(A) ABAB
(B) AABB
(C) ABCD
(D) None

Ans : (A) ABAB

17. Which line suggests that the speaker dreams of travel even when no trains run?
(A) "And the day is loud with voices speaking"
(B) "Though the night is still for sleep and dreaming"
(C) "Yet there isn't a train goes by all day"
(D) "And better friends I'll not be knowing"

Ans : (B) "Though the night is still for sleep and dreaming"

18. Which stanza focuses on the speaker's friendships?
(A) First
(B) Second
(C) Third
(D) None

Ans : (C) Third

19. What contradiction is evident in the speaker's feelings?
(A) She hates trains but boards them
(B) She wants to leave despite loving her friends
(C) She likes silence but complains about it
(D) She finds the trains boring but watches them

Ans : (B) She wants to leave despite loving her friends

20. What is the overall tone of the poem?
(A) Humorous
(B) Angry
(C) Nostalgic and wistful
(D) Harsh and critical

Ans : (C) Nostalgic and wistful

Fill in the Blanks

1. The railroad track is _____ away, but the poet still hears its whistle shrieking.
2. All night, the poet sees the train's _____ red on the sky.
3. The poet hears the train's engine _____ at night.
4. The poet's heart is warm with the _____ she makes.
5. No matter where it's going, there isn't a train the poet _____ take.

Ans :
1. miles, 2. cinders, 3. steaming, 4. friends, 5. wouldn't.

State Whether True or False

1. The poet can only hear the train during the day.
2. The night is described as still for sleep and dreaming.
3. The poet believes she will eventually find better friends than her current ones.
4. The poet expresses a strong desire to avoid train journeys.
5. "Shrieking" is a sound word used to describe the train's whistle.

Ans :
1. False – The poet states, "All night there isn't a train goes by, Though the night is still for sleep and dreaming, But I see its cinders red on the sky, And hear its engine steaming."
2. True – The poem states, "Though the night is still for sleep and dreaming".
3. False – The poet says, "And better friends I'll not be knowing", suggesting she highly values her current friends.
4. False – The poet states, "Yet there isn't a train I wouldn't take, No matter where it's going."
5. True – The poem uses the phrase "I hear its whistle shrieking."

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Assertion and Reason Questions

1. Assertion (A): The poet hears the train's whistle shrieking during the day.
Reason (R): The train is passing very close to her house in broad daylight.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(C) A is true but R is false.
Assertion A is true; the poet hears the whistle shrieking during the day. Reason R is false; the "railroad track is miles away," so the train is not passing close by.

2. Assertion (A): The poet sees "cinders red on the sky" at night.
Reason (R): This imagery indicates the glow of the train's sparks lighting up the night.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
Assertion A is true; the poet sees "cinders red on the sky" at night. Reason R is true and directly explains this imagery, as cinders are glowing remnants.

3. Assertion (A): The poet states, "My heart is warm with the friends I make."
Reason (R): This warmth is solely due to the comfort of staying home with friends.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(C) A is true but R is false.
Assertion A is true; the poet feels her "heart is warm with the friends I make." Reason R is false; while she has friends, the poem's core theme is about the desire for travel and adventure, and the warmth is not solely tied to staying home. She also expresses a desire to take any train "No matter where it's going."

4. Assertion (A): The poet hears the train's whistle shrieking even though the railroad track is miles away.
Reason (R): The poet has a deep fascination and connection with trains, allowing her to perceive its presence despite distance.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The ability to hear the train from miles away, and even see its cinders at night in stillness, indicates a strong internal connection and a deep fascination with the train, making the sound a perception beyond mere physical proximity.

5. Assertion (A): The poet feels "My heart is warm with the friends I make".
Reason (R): The poet values human connections and friendships above specific travel destinations.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The line "My heart is warm with the friends I

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make, And better friends I'll not be knowing; Yet there isn't a train I wouldn't take, No matter where it's going," directly shows that the joy from friendships is paramount, even influencing her willingness to travel anywhere.

Very Short Answer Type Questions

1. How far away is the railroad track from the poet?

Ans :
The railroad track is miles away.

2. What is loud with voices speaking during the day?

Ans :
The day is loud with voices speaking.

3. What does the poet hear the train's whistle doing?

Ans :
The poet hears its whistle shrieking.

4. What does the poet see red on the sky at night?

Ans :
The poet sees its cinders red on the sky.

5. What does the poet hear the engine doing at night?

Ans :
The poet hears its engine steaming.

6. With whom is the poet's heart warm?

Ans :
The poet's heart is warm with the friends I make.

7. What kind of friends does the poet say she'll not be knowing?

Ans :
She'll not be knowing better friends.

8. Would the poet refuse to take any train?

Ans :
No, there isn't a train I wouldn't take.

9. What does the poet say about the train's destination?

Ans :
No matter where it's going.

10. What beats out a steady rhythm on the rails at night?

Ans :
The carriage wheels beat out a steady rhythm.

Short Answer Type Questions

1. How does the poet perceive the train's presence during the day, despite its distance?

Ans :
The poet perceives the train's presence during the day, despite the railroad track being "miles away", by imagining its "whistle shrieking" amidst the "loud with voices speaking". This shows the train's impact on their thoughts, even from afar.

2. What unique visual and auditory experiences does the poet have of the train at night?

Ans :
At night, the poet experiences unique visual and auditory sensations of the train. Visually, they see its "cinders red on the sky", glowing brightly in the darkness. Auditorily, they hear its "engine steaming" , a rhythmic and powerful sound, despite the night being "still for sleep and dreaming".

3. What is the poet's sentiment regarding friendships, as expressed in the poem?

Ans :
The poet expresses deep warmth and affection for their friendships. They state that their heart is "warm with the friends I make" and that they "couldn't find better friends", indicating profound appreciation and contentment with these close connections.

4. What is the poet's unwavering attitude towards train journeys, regardless of destination?

Ans :
The poet has an unwavering, adventurous attitude towards train journeys, stating they would "take any train, No matter where it's going". This reveals a restless spirit and an eager desire to embrace the unknown through travel.

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Ans : (C) Busyness

4. What sensory detail is used in "I hear its whistle shrieking"?

(A) Taste
(B) Sight
(C) Smell
(D) Sound

Ans : (D) Sound

5. What time of day does the second stanza describe?

(A) Morning
(B) Afternoon
(C) Evening
(D) Night

Ans : (D) Night

6. What is the night usually associated with in the poem?

(A) Work and chores
(B) Dreams and sleep
(C) Adventure and travel
(D) Sound and noise

Ans : (B) Dreams and sleep

7. Despite no trains passing at night, what does the speaker imagine?

(A) Fireworks in the sky
(B) Friends waving goodbye
(C) Cinders and steam from a train
(D) The silence of the woods

Ans : (C) Cinders and steam from a train

8. What is the speaker's heart filled with?

(A) Sorrow
(B) Dreams
(C) Friends
(D) Regret

Ans : (C) Friends

9. What is ironic about the speaker's attitude towards their friends?

(A) They dislike their friends
(B) They value them but still want to leave
(C) They plan to replace them
(D) They are unaware of their friends

Ans : (B) They value them but still want to leave

10. What does the train symbolize in the poem?

(A) Wealth and power
(B) Danger and fear
(C) Change, escape, and desire
(D) Sleep and comfort

Ans : (C) Change, escape, and desire

11. What poetic device is most prominent in "I see its cinders red on the sky"?

(A) Simile
(B) Personification
(C) Imagery
(D) Alliteration

Ans : (C) Imagery

12. What does the speaker say about taking a train?

(A) They will only travel for work
(B) They avoid trains due to danger
(C) They would take any train, anywhere
(D) They only take trains with friends

Ans : (C) They would take any train, anywhere

13. What emotion is conveyed by the phrase "My heart is warm"?

(A) Indifference
(B) Anger
(C) Affection
(D) Confusion

Ans : (C) Affection

14. What is the main theme of the poem?

(A) Isolation and fear
(B) Joy of staying home
(C) Longing for travel and new experiences
(D) Hatred of routine

Ans : (C) Longing for travel and new experiences

15. How does the speaker relate to the passing trains emotionally?

(A) With irritation
(B) With indifference

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Ans :
The line "engine steaming" suggests the train is actively moving or is ready to move, indicating power and the generation of steam necessary for its operation. It brings to mind a lively, energetic activity.

Long Answer Type Questions

1. Explain how the poem captures the excitement of travel and exploration.

Ans :
The poem captures the excitement of travel through lively imagery and an eager tone. The "shrieking" train whistle creates initial energy. "Red cinders" and the "steaming" engine in stanza 2 make the train appear magical and vital. The speaker's willingness to "hop on any train, no matter where it's going," reveals a brave, carefree love for exploration. These details combine to make travel feel fun, thrilling, and full of endless possibilities.

2. What is the moral of the poem, and how does the speaker's attitude reflect it?

Ans :
The poem's moral is that curiosity and openness enrich life, even alongside strong friendships. The speaker embodies this through their intense fascination with trains and eagerness to embark on "any train, no matter where it's going." This reflects a love for the unknown and adventure. Simultaneously, their clear affection for friends shows that balancing close relationships with new journeys leads to a fuller life.

3. Why does the speaker mention the noisy day and quiet night, and how do these settings enhance the poem's theme of adventure?

Ans :
The speaker mentions noisy day and quiet night to highlight the constant presence of their love for trains. During the loud day, they still imagine the train's whistle, showing unwavering fascination. At night, amidst silence, they envision glowing sparks and steaming engines, proving their passion for travel persists. This contrast emphasizes the enduring power of their adventure dreams, regardless of external settings. It reinforces the theme that a deep love for exploration can coexist with daily life and friendships.

4. How does the speaker balance their love for friends with their desire to travel in the poem?

Ans :
The speaker balances their love for friends with their desire to travel by expressing deep affection while acknowledging an even stronger urge for exploration. The speaker's heart is "warm" with love for friends, acknowledging their importance. Yet, they state they'd take "any train, no matter where it's going," revealing an overwhelming pull towards adventure. This contrast highlights that while valuing friendships, the call of the unknown is paramount, suggesting a coexistence of profound bonds and ceaseless exploration.

5. What role does the imagery of trains play in conveying the speaker's adventurous spirit?

Ans :
Train imagery powerfully conveys the speaker's adventurous spirit by embodying energy and movement. The "shrieking" whistle during the day signifies the compelling call of adventure. At night, "red cinders" and the "steaming" engine create a magical, lively vision of boundless possibilities. These sensory details—whistles, sparks, steam—symbolize freedom and the unknown, reflecting the speaker's restless desire to travel "anywhere." This vibrant imagery, set against ordinary life, highlights the speaker's longing for exploration.

6. What lessons about following one's passions can we learn from the speaker's longing for travel in the poem?

Ans :
The speaker's longing for travel teaches that following passions leads to a fulfilling life, even beyond comfort zones. Their obsession with trains—imagining whistles and cinders—shows how love for travel dominates

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climbing, discovering, daring	three -ing words about adventure
thrilling, exciting	two adjectives about adventure
Adventure	the second topic

II. We come across many interesting characters while travelling. They become interesting because of their actions, their behaviour, and manner of speaking. Describe one such character that you met. Follow these steps.

1. Choose the character.
2. Create a first draft of your description including the following details.
   (i) What is the name of the character?
   (ii) What does the character look like?
   (iii) What does the character do?
   (iv) What kind of person is she or he?
   (v) Include any line or incident from the text that you like the most.
3. Check your description for any spelling mistakes or errors.
4. Show your classmates your work and ask for suggestions.
5. Rewrite your description including all the changes and suggestions for improvement.

Ans :

1. During my trip to the hills, I met a very interesting tea-shop owner.
2. First draft of our description is as follows:
   (i) His name was 'Ram Lal'. He seemed quite old, maybe around 70.
   (ii) Ram Lal had a kind, wrinkled face with a long, white beard. He always wore a warm woollen cap, and his eyes, though old, sparkled with a gentle kindness.
   (iii) He ran a small, cozy tea shop near our guesthouse. Every morning, he would make the most delicious ginger tea. He also loved to share old stories and wisdom about the mountains with anyone who stopped for a cup.
   (iv) Ram Lal was a very calm, patient, and wise person. He was kind-hearted and always listened carefully. He had a peaceful smile that made everyone feel comfortable.
   (v) One evening, when I was sad about leaving the hills, he looked at the quiet mountains and said, "The mountains teach us to be strong and calm. Just carry their peace in your heart." His words made me feel much better.
3. Do it yourself.
4. Do it yourself.
5. Do it yourself.

Let us explore

I. The Mountain Railways of India are outstanding examples of hill railways and they are designated as a UNESCO World Heritage Site under the name Mountain Railways of India. These three railways are the Darjeeling Himalayan Railway, the Nilgiri Mountain Railway, and the Kalka–Shimla Railway.
The Matheran Hill Railway and Kangra Valley Railway are on the tentative list of UNESCO World Heritage Sites.
They are still fully operational as living examples of the ingenious engineering enterprise of the late nineteenth and early twentieth centuries. The owner of the three properties is the Railway Ministry of the Indian Government.
In groups of four, find out more about these heritage trains and make a presentation in the class.

Ans :

Our group of four researched these amazing heritage trains! Here's what we found about the main Mountain Railways included in the UNESCO list:

1. Darjeeling Himalayan Railway (West Bengal): Built in 1881, it's famous for its toy train and stunning views of the Eastern Himalayas.
2. Nilgiri Mountain Railway (Tamil Nadu): Established in 1908, it's India's only rack-and-pinion railway, climbing steep slopes to reach Ooty.

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Even in the darkness, these distant glows would hint at life and homes beyond the tracks. They would remind me that people are living their lives out there, making the vast, dark world outside feel a little less lonely and a little more alive.

5. How does the train's constant presence, even though it never arrives, reflect the impact of unfulfilled desires on our emotions?

Ans :

The train's constant, distant presence, never truly arriving, mirrors the impact of unfulfilled desires on our emotions. Like the poet hearing the whistle and seeing the sparks without the train reaching them, our unfulfilled longings remain vivid in our minds. This constant "almost there" feeling creates a persistent emotional pull, stirring a blend of hope, anticipation, and a subtle sadness, as the desired outcome is always present in thought but just beyond our grasp.

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Extract Based Questions

1. Read the following extract and answer the questions that follow:

The railroad track is miles away,
And the day is loud with voices speaking,
Yet there isn't a train goes by all day
But I hear its whistle shrieking.

(i) What does the speaker hear despite the distance and the noise of the day?
  (a) The engine steaming
  (b) The cinders falling
  (c) The train's whistle shrieking
  (d) The passengers talking

(ii) The speaker states that the day is _____ with voices speaking.

(iii) State whether the following statement is true or false:
The railroad track is located very close to the speaker.

(iv) What two things mentioned in the extract make it surprising that the speaker can hear the train?

Ans :

(i) (c) The train's whistle shrieking

(ii) loud

(iii) False (The first line states, "The railroad track is miles away".)

(iv) It is surprising because the railroad track is "miles away" and the day is "loud with voices speaking," both of which should make it difficult to hear the train's whistle.

2. Read the following extract and answer the questions that follow:

All night there isn't a train goes by,
Though the night is still for sleep and dreaming,
But I see its cinders red on the sky,
And hear its engine steaming.

(i) What does the speaker see in the night sky?
  (a) The moon
  (b) The stars
  (c) Red cinders
  (d) The train's headlight

(ii) The speaker imagines hearing the train's _____ steaming in the quiet night.

(iii) State whether the following statement is true or false:
The night is described as being loud and full of sounds.

(iv) What two sensory experiences related to the train does the speaker have at night?

Ans :

(i) (c) Red cinders

(ii) engine

(iii) False (The extract states, "the night is still for sleep and dreaming," which means it is quiet.)

(iv) The speaker sees its "cinders red on the sky" and hears its "engine steaming."

3. Read the following extract and answer the questions that follow:

My heart is warm with the friends I make,
And better friends I'll not be knowing;
Yet there isn't a train I wouldn't take,
No matter where it's going.

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(i) What is the speaker's attitude towards travel?
   (a) They are hesitant to travel.
   (b) They only travel to known places.
   (c) They are willing to take any train to any destination.
   (d) They prefer staying with friends over travelling.

(ii) The speaker feels that they will not be knowing any _____ friends than the ones they already have.

(iii) State whether the following statement is true or false:
The speaker wants to travel because they are unhappy and dissatisfied with their friends.

(iv) Despite being content with friends, what powerful desire does the speaker express?

Ans :

(i) (c) They are willing to take any train to any destination.

(ii) better

(iii) False (The extract states, "My heart is warm with the friends I make," which shows they are happy with them.)

(iv) Despite being content with friends, the speaker expresses a powerful desire to take any train and travel, regardless of the destination.

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CHAPTER 12

CONQUERING THE SUMMIT

1. INTRODUCTION

"Conquering the Summit" is an incredibly inspiring story of resilience, courage, and determination, featuring Arunima Sinha. Learn about her extraordinary journey from a life-altering accident that led to the amputation of her leg, to becoming the first Indian female amputee to conquer Mount Everest. This chapter showcases how her unwavering spirit and positive mindset helped her overcome immense challenges, not just in climbing mountains, but in inspiring countless others to achieve their own impossible dreams.

2. SUMMARY

This story is about Arunima Sinha, a very brave national-level volleyball player. In 2011, when she was 24, she had a terrible train accident and lost one leg. Even from her hospital bed, she made an amazing promise to herself: she would not only walk again with an artificial leg but also climb Mount Everest. In 2013, she did it, becoming the first Indian female amputee to achieve this great feat. Because of her courage, she received important awards like the Padma Shri and the Tenzing Norgay National Adventure Award.

Arunima came from Ambedkar Nagar in Uttar Pradesh and loved sports. After her law degree, she wanted to join the paramilitary forces to continue playing sports and earn a living. The night of her accident was very difficult, but she survived, showing an "extraordinary will to live". It was during her recovery, after getting a prosthetic leg, that she decided to conquer Everest, inspired by an article.

To prepare for her goal, Arunima completed a basic mountaineering course and trained hard for eighteen months. She sought guidance from Bachendri Pal, the first Indian woman to climb Everest. Bachendri Pal told her that by deciding to climb Everest in her situation, Arunima had already "conquered the Everest within" herself.

On May 21, 2013, after 52 difficult days, Arunima Sinha reached the top of Mount Everest. Standing there, she felt immense pride and a huge sense of achievement. She placed the Indian flag and a photograph of her idol, Swami Vivekananda, at the summit.

Arunima's journey continued. By July 2016, she had climbed seven peaks across different continents, and in 2019, she conquered Mount Vinson in Antarctica, becoming the world's first female amputee to climb the Seven Summits. Her story is not just about physical strength but also about her "mental fortitude and the power of a positive mind set". She teaches us to "Never give up and work hard. Always remember your goal and work on it". Her autobiography, "Born Again on the Mountain," shares her incredible journey and is a powerful message of overcoming difficulties.

3. WORD MEANINGS

1. Triumph : a great victory or achievement.
2. Courage : the ability to do something that frightens one.
3. Determination : firmness of purpose; resolve.

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4. Dedication : the quality of being committed to a task or purpose.
5. Devastating : highly destructive or damaging.
6. Scaling : climbing up.
7. Beacon : source of inspiration.
8. Resilience : ability to recover quickly from a difficulty.
9. Life-altering : having a profound and lasting effect on a person's life.
10. Amputated : cut off a part of the body (here the leg).
11. Vow : a solemn promise.
12. Deem : regard or consider in a specified way.
13. Impossible : not able to be done.
14. Prosthetic leg : an artificial leg that helps people to move around easily.
15. Feat : achievement.
16. Padma shri : the fourth highest civilian award in india.
17. Tenzing norgay national adventure award : a national adventure award.
18. National award for best female mountaineer : an award for mountaineering.
19. Hails from : comes from.
20. Inclination : a natural tendency or urge to act or feel in a particular way.
21. Pursue : to follow or chase (someone or something).
22. Passion : strong and barely controllable emotion.
23. Paramilitary forces : a civilian force that is semi-militarized in its organization, discipline, and training.
24. Harrowing : extremely disturbing and painful.
25. Survive : to continue to live or exist.
26. Miraculously : by means of a miracle; as if by miracle.
27. Extraordinary : very unusual or remarkable.
28. Will to live : a strong desire to stay alive.
29. Received : given, presented, or paid.
30. Underwent : experienced or subjected to.
31. Physiotherapy : the treatment of disease, injury, or deformity by physical methods.
32. Profound : very great or intense.
33. Resolved : firmly determined to do something.
34. Conquer : to overcome and take control of (a place or people) by military force.
35. Summit : the highest point of a mountain.
36. Ambition : a strong desire to do or achieve something.
37. Mountaineering : the sport or hobby of climbing mountains.
38. Uttarkashi : a place name.
39. Rigorous : severe; demanding.
40. Endeavour : an attempt to do something.
41. Instilled : gradually but firmly established (an idea or attitude) in a person's mind.
42. Confidence : the feeling or belief that one can rely on oneself.
43. Conquered the everest within : a metaphorical expression meaning to overcome one's internal challenges or fears.
44. Exhausting : making one feel very tired.
45. Surge : a sudden and great increase.
46. Emotions : strong feelings.
47. Pride : a feeling of deep pleasure or satisfaction.
48. Relief : a feeling of reassurance and relaxation following release from anxiety or distress.
49. Overwhelming : very great or intense.
50. Achievement : a thing done successfully, typically by effort, courage, or skill.
51. Displayed : put on show.
52. Idol : a person or thing greatly admired, loved, or revered.
53. Inspired : filled (someone) with the urge or ability to do or feel something.
54. Numerous : great in number; many.
55. Challenges : difficult tasks or problems.
56. Setbacks : reversals or checks in progress.
57. Endurance : (here) ability to continue doing something difficult for a long time.

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58. Fortitude : courage over a long period.
59. Positive mindset : a way of thinking that is optimistic and hopeful.
60. Profound : (here) very great or intense; deep.
61. Autobiography : an account of a person's life written by that person.
62. Incredible : impossible to believe.
63. Triumph over adversity : victory over difficult situations.
64. Adversity : a difficult situation or condition; misfortune or hardship.
65. Testament : proof.
66. Capacity : the maximum amount that something can contain.
67. Circumstances : facts or conditions affecting a situation.
68. Conferred : given an official title or honour.
69. Honorary doctorate : a university degree given as an honor.
70. Worthy enough : deserving or good enough.

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4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Identify the activities represented by the icons given below. Share your answers with your classmates and the teacher.



Ans :

1. Paragliding,
2. Mountain biking,
3. Mountain climbing,
4. rafting.

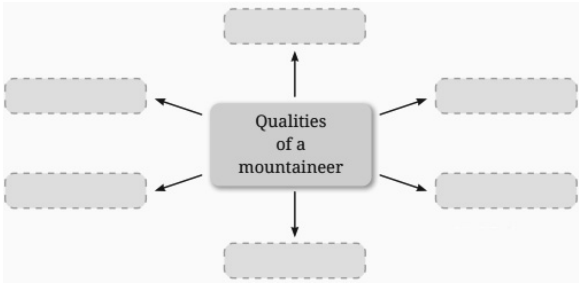
II. Work in pairs and discuss the following questions.
1. Why do you think people undertake the activities identified above?
2. How would they prepare for these activities?
3. Which one of them do you find the most exciting? Why?

Share your answers with the teacher.

Ans :

1. For thrill, adventure.
2. Regular fitness maintenance, weight control, healthy diet.
3. Paragiding – the panoramic view will be thrilling.

III. Work in pairs to complete the word web given below. Share the answers with the teacher.



Ans :



Let us discuss

I. Read the statements given below and explain each statement in your words.
1. Arunima Sinha is considered a beacon of hope and resilience.
2. Arunima decided to climb Mount Everest despite losing her leg.
3. Bachendri Pal's guidance was crucial in Arunima's journey to the summit of Mount Everest.

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safety, so proper precautions must always be taken."

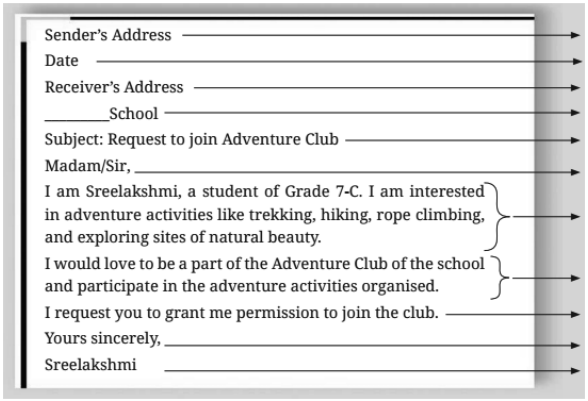
3. **Physical Education Teacher:** "I believe that Physical Education activities are incredibly valuable. They offer unique experiences to students, helping them to be physically active and mentally strong. I support this perspective because sports teach discipline and are very beneficial for overall development."
4. **Sports Camp Organiser:** "I agree with the idea that sports are very beneficial for participants, especially since they can be so thrilling and enjoyable! We ensure safety by taking proper precautions and making sure all participants receive good training before they participate in any activity."

Let us write

Read the various components of a formal letter from the box given below.

complimentary close		receiver's address
subject	date	introduction
statement of request		expression of interest
salutation	signature line	sender's address

1. Now, read the letter given below and write the matching components.


Sender's Address
Date
Receiver's Address
_____School
Subject: Request to join Adventure Club
Madam/Sir,
I am Sreelakshmi, a student of Grade 7-C. I am interested in adventure activities like trekking, hiking, rope climbing, and exploring sites of natural beauty.
I would love to be a part of the Adventure Club of the school and participate in the adventure activities organised.
I request you to grant me permission to join the club.
Yours sincerely,
Sreelakshmi

Ans :

Sender's Address → **Sender's address**
Date → **Date**
Receiver's Address → **Receiver's address**
_____ School
Subject: Request to join Adventure Club → **Subject**
Madam/Sir, → **Salutation**
I am Sreelakshmi, a student of Grade 7-C. I am interested 1 in adventure activities like trekking, hiking, rope climbing, and exploring sites of natural beauty. → **Introduction**
I would love to be a part of the Adventure Club of the school and participate in the adventure activities organised. → **Statement of request**
I request you to grant me permission to join the club. → **Expression of interest**
Yours sincerely, → **Complimentary close**
Sreelakshmi → **Signature line**

2. Write a letter to the Principal of your school requesting her to organise an excursion to a nearby hill station for Grade 7 students of your school.

Ans :

12, Vikas Nagar,
Jaipur, Rajasthan,
302015
July 19, 2025
To
The Principal,
Bright Future Public School,
Jaipur, Rajasthan
Subject: Request for an Excursion to a nearby Hill Station for Grade 7 Students.
Respected Madam,
I am Anaya Sharma, a student of Grade 7 A with Roll No. 25. On behalf of all Grade 7 students, I humbly request you to organize an educational excursion to a nearby hill station for us.

We believe this three-day trip would offer a refreshing break, letting us learn about nature, local culture, and teamwork.

We assure you we will strictly follow all school rules and complete any pending assignments. We would be very grateful if you could grant us this memorable learning experience.

Thanking you,
Yours sincerely,
Anaya Sharma
Grade 7 A
Roll No. 25

3. The phrase from the extract that shows that reaching the summit of Mount Everest was tiring is "after 52 exhausting days".
4. (iv) I finally realised my dream.

II. Answer the following questions.

1. What did Arunima do in order to fulfill her ambition of conquering Mount Everest?

Ans :
To fulfill her ambition of conquering Mount Everest, Arunima Sinha completed a basic mountaineering course at the Nehru Institute of Mountaineering in Uttarkashi. She also underwent eighteen months of rigorous training. Additionally, she approached Bachendri Pal, who was the first Indian woman to summit Everest, to guide her in this huge attempt.

2. Arunima is a beacon of hope and resilience. Support this statement with evidence from the text.

Ans :
Yes, Arunima is a beacon of hope and resilience. Evidence from the text shows that after a devastating train accident where she lost one leg, she miraculously survived, displaying an "extraordinary will to live". While still in the hospital, with a prosthetic leg, she made a vow that many would consider impossible: to not only walk again but to scale Mount Everest. This incredible determination to overcome such a life-altering event makes her a beacon of hope and resilience.

3. Arunima's autobiography is titled Born Again on the Mountain: A Story of Losing Everything and Finding It Back. Why do you think this title is appropriate?

Ans :
The title "Born Again on the Mountain: A Story of Losing Everything and Finding It Back" is appropriate because it perfectly describes Arunima's journey. She lost her leg in a devastating accident, which could be seen as "losing everything" (including her sports career). However, by resolving to climb Mount Everest and achieving it, she "found it back" by gaining a new purpose, strength, and incredible success, as if she was "born again" through her triumph on the mountain. The book records this "incredible journey to the top of the world" , which is a "triumph over adversity".

4. Arunima says, "Failure is when we don't have goals worthy enough." What would be the most likely impact of this statement on readers?

Ans :
Arunima's statement, "Failure is not when we fall short of achieving our goals. It is when we don't have goals worthy enough," would most likely inspire readers to set high and meaningful goals for themselves. It encourages them to always remember and respect their goals, and to work hard. By focusing on the importance of having strong goals rather than just the outcome, it motivates readers to persevere through challenges and develop a determined mindset to become winners.

Let us learn

I. Read the underlined phrases in sentences (i)–(v) and match them with their appropriate meanings given in the box below.

1.	genuine, sincere efforts
2.	strength of mind
3.	periods of time filled with tiring and demanding activities
4.	an incident or experience that significantly changes a person's life
5.	a source of inspiration or encouragement

(i) Nisha was relieved when the final match was over after several **exhausting days** of practice.

(ii) Despite several failures, her **heartfelt attempts** to learn the guitar showed her determination and passion for music.

(iii) Moving to a new city was a **life-altering** event for Jagan, as it gave him the chance to make new friends and try different activities.

(iv) Competing in the marathon requires not just physical strength but also **mental**

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4. Arunima's achievements go beyond just physical endurance.
5. Arunima's autobiography inspires readers around the world.

Ans :

1. Arunima Sinha is considered a beacon of hope and resilience because her journey, from a devastating accident to climbing Mount Everest, acts as a source of inspiration and shows her amazing ability to recover quickly from difficulty. She survived a train accident and, even after losing a leg, vowed to conquer the highest peak, displaying extraordinary will.
2. Yes, Arunima decided to climb Mount Everest despite losing her leg. While lying in the hospital with one leg amputated, she made a firm vow to not only walk again but also to scale Mount Everest. She was inspired by an article about the mountain and resolved to conquer it during her physiotherapy period.
3. Bachendri Pal's guidance was crucial because Arunima approached her, as the first Indian woman to summit Everest, to get guidance for her climbing attempt. Bachendri Pal instilled confidence in Arunima, telling her that she had already conquered the "Everest within" herself by deciding to climb with a prosthetic leg.
4. Arunima's achievements indeed go beyond just physical endurance because her story is also about mental fortitude and the power of a positive mindset. She faced many challenges and setbacks but maintained courage over a long period. Her simple yet profound message, "Never give up and work hard. Always remember your goal and work on it," highlights her mental strength.
5. Arunima's autobiography inspires readers around the world because it records her incredible journey to the top of the world. It is a story of triumph over adversity, proving the human spirit's ability to rise above difficult situations. Her story has won people's hearts globally, inspiring them to achieve their own goals.

Let us think and reflect

I. Read the extract given below and answer the questions that follow.

Bachendri Pal instilled confidence in Arunima and said, "My child, you decided to climb Mount Everest in these situations with a prosthetic leg— you have conquered the Everest within you; the world will realise it later."

On 21 May 2013, after 52 exhausting days, Arunima Sinha reached the summit of Mount Everest. Standing at the top of the world, she felt a surge of emotions—pride, relief, and an overwhelming sense of achievement.

1. Complete the sentence with a suitable reason.
   Bachendri Pal said that Arunima had conquered the Everest within her because _____.
2. How might Arunima have felt after what Bachendri Pal told her?
3. Choose a phrase from the extract which shows that reaching the summit of Mount Everest was tiring.
4. Select the correct option to complete the sentence.
   After her success when Arunima felt 'an overwhelming sense of achievement', she would have most likely said, "_____."
   (i) I am confident of my abilities
   (ii) I will accomplish this soon
   (iii)I am excited to begin this climb
   (iv)I finally realised my dream

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Ans :

1. She decided to climb Mount Everest with a prosthetic leg.
2. Arunima might have felt confident and motivated after hearing Bachendri Pal's words. She likely felt supported and encouraged, knowing that an experienced mountaineer believed in her abilities. This would have strengthened her determination to achieve her goal.

match the statements 1–8 with the speakers (i)–(v). There are three extra statements that you do not need. (Transcript for the teacher on pg. 177)

	Statements	Speaker no.
1.	Talks about having basic activities in adventure sports	☐
2.	Finds adventure sports thrilling and exciting	☐
3.	Praises the availability of a variety of activities	☐
4.	Expresses concern about the risks in adventure sports	☐
5.	Promotes trekking as a casual sport	☐
6.	Invites applications from first-timers	☐
7.	Focuses on the availability of training and supervision	☐
8.	Finds exposure to risks unnecessary	☐

Ans :

Here is the matching of the statements with the speaker numbers, based on the transcript provided:

	Statements	Speaker no.
1.	Talks about having basic activities in adventure sports	(iv)
2.	Finds adventure sports thrilling and exciting	(ii)
3.	Praises the availability of a variety of activities	
4.	Expresses concern about the risks in adventure sports	(i)
5.	Promotes trekking as a casual sport	
6.	Invites applications from first-timers	
7.	Focuses on the availability of training and supervision	(iii)
8.	Finds exposure to risks unnecessary	(v)

Let us speak

In groups of four, select a role from 1–4 given below and speak about the views allotted to each. Use the prompts and vocabulary given. Take turns to express your opinions, agreement, and disagreement.

Role-Specific Prompts

1. School Student: Talk about why you think Physical Education should be included in school activities.
2. Parent: Discuss your concerns or support for your child participating in Physical Education activities.
3. Physical Education Teacher: Share your experiences about Physical Education activities and why you think they are valuable.
4. Sports Camp Organiser: Explain how you ensure safety and why you believe sports are beneficial for participants.

Prompts
- In my opinion...
- I believe that...
- From my point of view...
- I disagree with...
- One reason for this is...
- I agree with the idea that...
- I disagree with the notion that...
- I support this perspective because...
- I find it hard to agree because...

Vocabulary you may use
precautions unique experiences fun safe enjoyable thrilling builds confidence concern explore overcome fear participate

Ans :

1. **School Student:** "In my opinion , Physical Education should definitely be included in school activities because it's so fun and enjoyable! One reason for this is that it really builds confidence in us, and we get to participate in different games."
2. **Parent:** "From my point of view, Physical Education is quite important for children. It helps them explore their abilities and overcome fear through new activities. However, I do have a concern about

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fortitude to stay focused and finish the race.

(v) The lighthouse served as a **beacon of hope** for the sailors lost at sea.

Ans :

(i) - 3, (ii) - 1, (iii) - 4, (iv) - 2, (v) - 5.

II. Complete the following table by filling in the gaps with correct parts of speech mentioned. An example has been done for you.

Nouns	Adjectives	Verbs (present)	Adverbs
determination	determined	determine	determinedly
relief			relievedly
	inspiring	inspire	
resistance			resistantly
success	successful		

Ans :

Nouns	Adjectives	Verbs (present)	Adverbs
determination	determined	determine	determinedly
relief	relievable	relieved	relievedly
inspiration	inspiring	inspire	inspiringly
resistance	resistant	resist	resistantly
success	successful	succeed	successfully

III. Study the highlighted words in the following sentences from the text.

- Arunima made a vow that many would deem impossible.
- Her father was an army engineer.
- Standing at the top of the world, she felt a surge of emotions—pride, relief, and an overwhelming sense of achievement.
- She planted the Indian flag at the summit and left behind a photograph of her idol, Swami Vivekananda.
- Arunima Sinha's journey from a devastating accident to scaling the highest peak in the world stands as a beacon of hope and resilience.

The highlighted words are articles.

'A' and 'an' are indefinite articles; 'the' is the definite article. The choice between 'a' and 'an' depends on the sound that follows the article, specifically the initial sound of the word that follows.

1. Fill in the blanks with 'a', 'an', 'the'. Put an 'x' where no article is required.

We planned (i) _____ adventurous trip to (ii) _____ remote island. (iii) _____ island was known for its beautiful landscapes and (iv) _____ diverse wildlife. On (v) _____ first day, we set out to explore (vi) _____ island's dense jungle. (vii) _____ guide led us through (viii) _____ thick foliage and showed us (ix) _____ hidden waterfall. In (x) _____ evening, we gathered around (xi) _____ campfire to share stories and enjoy (xii) _____ meal we cooked. (xiii) _____ experience was truly unforgettable, and we felt (xiv) _____ connection with (xv) _____ nature.

Ans :

(i) an, (ii) a, (iii) The, (iv) x, (v) the, (vi) the, (vii) A, (viii) the, (ix) a, (x) the, (xi) the, (xii) the, (xiii) The, (xiv) a, (xv) x.

2. There is an error in each sentence that has been underlined. Correct the error in the following sentences.

(i) We waited for **a** hour before the bus finally arrived.

(ii) The guide insisted on **an** uniform jacket for the group's safety during the trek.

(iii) Mount K2 is **a** second highest peak in the world.

(iv) **A** Ganga is a sacred river in India, known for its cultural importance.

(v) Challenges are faced with courage and determination by **a** brave.

(vi) **A** North Star has guided travellers for centuries.

Ans :

(i) **an,** (ii) **a,** (iii) **the,** (iv) **The,** (v) **the**, (vi) **The.**

Let us listen

You will listen to five speakers share their opinion about adventure sports. As you listen

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Let us explore

I. Find out more information about the following adventure sports in our country and complete the table given below.

Name	Area	Preferred Time of the Year	Equipment Required
snow skiing	snow-covered hills		skis, ski suit,
trekking		Spring, Autumn, Winter	pole
camping	grassy areas		tent, torch,
river rafting		all year round	
scuba diving			scuba suit, mask, fins,

Ans :

Name	Area	Preferred Time of the Year	Equipment Required
snow skiing	snow-covered hills	Winter	skis, ski suit,
trekking	Hills and mountains	Spring, Autumn, Winter	Pole, trekking shoes, torch
camping	grassy areas	Spring, autumn	tent, torch, mat, mosquito repellant
river rafting	river	all year round	Life jacket, oars, head gear
scuba diving	Sea / ocean	all year round	scuba suit, mask, fins, oxygen cylinder

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II. Prepare an information booklet with fact sheets of five Indian mountaineers. Include the following information in the fact sheet.

1. name (and photograph, if available)
2. place of birth
3. profession
4. accomplishments—awards or honours
5. training received
6. sport known for (if any)

Ans :

1. **Arunima Sinha**



Name: Arunima Sinha
Place of Birth: Uttar Pradesh
Profession: Mountaineer, Motivational speaker
Accomplishments (Awards/Medals): First female amputee to climb Mount Everest (2013)
Training Received: Nehru Institute of Mountaineering
Sport Known For: Mountaineering

2. **Bachendri Pal**



Name: Bachendri Pal
Place of Birth: Uttarakhand
Profession: Mountaineer, Educator
Accomplishments (Awards/Medals): First Indian woman to climb Mount Everest (1984)
Training Received: Nehru Institute of Mountaineering
Sport Known For: Mountaineering

3. **Tenzing Norgay**



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3. What significant vow did Arunima make in the hospital?

Ans :
Arunima vowed to scale Mount Everest.

4. Which award was Arunima Sinha given in 2015?

Ans :
Arunima was awarded the Padma Shri.

5. Who was Arunima Sinha's idol?

Ans :
Swami Vivekananda was her idol.

6. How many exhausting days did it take Arunima to reach Everest's summit?

Ans :
It took 52 exhausting days.

7. What flag did Arunima display at the summit?

Ans :
Arunima displayed the Indian flag.

8. What was Arunima's goal to complete?

Ans :
Arunima's goal was to complete the Seven Summits.

9. What is Arunima's simple yet profound message?

Ans :
"Never give up and work hard."

10. What is the title of Arunima's autobiography?

Ans :
The title is 'Born Again on the Mountain'.

Short Answer Type Questions

1. What happened to Arunima on April 11, 2011?

Ans :
On April 11, 2011, Arunima Sinha met with a terrible train accident that resulted in the loss of one of her legs. Doctors fitted her with an artificial limb, marking a life-changing incident that tested her resilience but inspired her to pursue a new dream of climbing Mount Everest.

2. What was Arunima Sinha's dream before her accident?

Ans :
Before her accident, Arunima Sinha dreamed of joining the paramilitary forces, which would allow her to pursue her passion for sports, especially volleyball, while building a career. As a 24-year-old who excelled in sports and held a law degree, she was driven by her love for athletic challenges.

3. What audacious vow did Arunima Sinha make while in her hospital bed?

Ans :
While in her hospital bed with one leg amputated, Arunima Sinha made the audacious vow not only to walk again with a prosthetic leg but also to scale Mount Everest.

4. What prestigious civilian award was Arunima Sinha given in 2015, and for what achievement?

Ans :
In 2015, Arunima Sinha was awarded the "Padma Shri" , India's fourth highest civilian award, for becoming the first Indian female amputee to climb Mount Everest.

5. Where did Arunima Sinha receive her basic mountaineering training?

Ans :
Arunima Sinha received basic mountaineering training at the Nehru Institute of Mountaineering in Uttarkashi. She underwent eighteen months of rigorous preparation there to conquer Everest.

6. Who guided Arunima during her mountaineering training?

Ans :
Arunima was guided by Bachendri Pal, the first Indian woman to climb Mount Everest, during her training at the Nehru Institute of Mountaineering in Uttarkashi. Bachendri believed in Arunima's determination, encouraging her to chase her ambitious dream despite her physical challenges.

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(D) none of these

Ans : (B) Paramilitary forces

7. What was Arunima's age at the time of the accident?

(A) 21

(B) 24

(C) 23

(D) 22

Ans : (B) 24

8. What did Arunima's mother do?

(A) nurse

(B) health supervisor

(C) teacher

(D) clerk

Ans : (B) health supervisor

9. Arunima had a passion for _____

(A) mountains

(B) sports

(C) cars

(D) fashion

Ans : (B) sports

10. How many siblings did Arunima have?

(A) 4

(B) 3

(C) 2

(D) Not mentioned

Ans : (D) Not mentioned

11. Which of the following treatment did Arunima get?

(A) psychotherapy

(B) physiotherapy

(C) neurotherapy

(D) all of these

Ans : (B) physiotherapy

12. What ignited Arunima's interest in Mount Everest?

(A) A documentary movie

(B) An article that she read

(C) Her friend's experience

(D) none of these

Ans : (B) An article that she read

13. Which was the last peak that she sumitted?

(A) Mount Everest

(B) Kanchenjunga

(C) Mount Lhotse

(D) Mount Vinson

Ans : (D) Mount Vinson

14. A University in _____ conferred Arunima with an honorary doctorate degree.

(A) India

(B) USA

(C) UK

(D) Nepal

Ans : (C) UK

15. Whose teachings inspired Arunima?

(A) Mother Teresa

(B) Mahatma Gandhi

(C) Aurobindo Ghosh

(D) Swami Vivekananda

Ans : (D) Swami Vivekananda

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16. Which word means 'ability to recover quickly from a difficulty'?

(A) Fortitude

(B) courage

(C) resilience

(D) Endurance

Ans : (C) resilience

17. Which word means 'extremely disturbing and painful'?

(A) devastating

(B) harrowing

(C) rigorous

(D) fortitude

Ans : (B) harrowing

18. Which word means 'proof'?

(A) conferred

(B) Adversity

(C) testament

(D) surge

Ans : (C) testament

Name: Tenzing Norgay
Place of Birth: Nepal (later settled in India)
Profession: Mountaineer, Sherpa
Accomplishments (Awards/Medals): First ascent of Mount Everest (1953) with Edmund Hillary
Training Received: Himalayan Mountaineering Institute
Sport Known For: Mountaineering

4. **Santosh Yadav**



Name: Santosh Yadav
Place of Birth: Haryana
Profession: Mountaineer, BSF Officer
Accomplishments (Awards/Medals): First woman to climb Mount Everest twice (1992 and 1993)
Training Received: Nehru Institute of Mountaineering
Sport Known For: Mountaineering

5. **Col. Narendra Kumar**



Name: Col. Narendra Kumar
Place of Birth: Rawalpindi, Pakistan
Profession: Indian Soldier, Mountaineer
Accomplishments (Awards/Medals): The Colonel who got Siachen Glacier for India; Awards: PVSM, Kirti Chakra, Ati Vishisht Seva Medal, Arjuna Award and Padma Shri
Training Received: HIM Institute, Darjeeling
Sport Known For: Mountaineering

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. What handicap did Arunima suffer from?
(A) a prosthetic leg
(B) paralysis
(C) speech disorder
(D) blindness
Ans : (A) a prosthetic leg

2. Which sport did Arunima play before the accident?
(A) basketball
(B) volleyball
(C) cricket
(D) badminton
Ans : (B) volleyball

3. What did Arunima's father do?
(A) not mentioned
(B) Army officer
(C) Army engineer
(D) Army doctor
Ans : (C) Army engineer

4. Which of the following was NOT conferred on Arunima?
(A) Tenzing Norgay National Adventure Award
(B) National Award for Best Female Mountaineer.
(C) Padma Bhushan
(D) Padma Shri
Ans : (C) Padma Bhushan

5. Arunima had a degree in ___
(A) Law
(B) Teaching
(C) Hotel Management
(D) Nursing
Ans : (A) Law

6. Arunima took up a job in _____
(A) Army hospital
(B) Paramilitary forces
(C) Government school

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2. Assertion (A): Bachendri Pal told Arunima that she had already conquered the Everest within her.
Reason (R): Bachendri Pal believed Arunima's decision to climb with a prosthetic leg showed immense inner strength.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
Assertion A is true; Bachendri Pal said, "you have conquered the Everest within you". Reason R is true and explains it; Bachendri Pal said this because Arunima "decided to climb Mount Everest in these situations with a prosthetic leg", which is a feat of inner strength.

3. Assertion (A): Arunima's achievement of summiting seven peaks ended with Mount Everest.
Reason (R): Her ultimate goal was only to conquer the highest peak in Asia.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(C) A is true but R is false.
Assertion A is true; "Arunima's feat did not end with Everest" , she summited seven peaks by July 2016. Reason R is false; her stated goal was to "complete the Seven Summits", not just Everest.

4. Assertion (A): Arunima Sinha's accident was a "life-altering event" that challenged her significantly.
Reason (R): Despite losing a leg, she made a profound decision to climb Mount Everest.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The accident was life-altering, and her decision to climb Everest despite the amputation directly shows how the event challenged her and led to a transformative goal.

5. Assertion (A): Arunima Sinha's journey to Everest was not just about physical endurance.
Reason (R): Her story also highlights mental fortitude and the power of a positive mindset.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The text explicitly states that her story is about both "physical endurance" and "mental fortitude and the power of a positive mind set," making the reason a direct explanation of the assertion.

Very Short Answer Type Questions

1. What age was Arunima Sinha when she faced a life-altering event?

Ans :
Arunima was 24 years old when she faced a life-altering event.

2. What sport did Arunima Sinha play at a national level?

Ans :
Arunima was a national-level volleyball player.

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19. Identify a synonym for 'summit'.

(A) peak

(B) high

(C) submit

(D) surrender

Ans : (A) peak

20. Who imbibed confidence in Arunima?

(A) Tensing Norgay

(B) Bachendri Pal

(C) Jawahar Lal Nehru

(D) none of them

Ans : (B) Bachendri Pal

Fill in the Blanks

1. Arunima Sinha faced a life-altering event in 2011, when she was a national-level _____ player.
2. Arunima Sinha made a vow to scale Mount Everest even with a _____ leg.
3. In 2015, Arunima Sinha was awarded the _____, India's fourth highest civilian award.
4. Arunima Sinha completed a basic mountaineering course at the Nehru Institute of Mountaineering in _____.
5. Arunima Sinha displayed the Indian flag and left a photograph of her idol, _____, at the summit of Mount Everest.

Ans :

1. volleyball, 2. prosthetic, 3. Padma Shri, 4. Uttarkashi, 5. Swami Vivekananda.

State Whether True or False

1. Arunima Sinha was the first Indian female amputee to climb Mount Everest.
2. Arunima Sinha's father was a health supervisor and her mother was an army engineer.
3. Arunima Sinha decided to pursue a job in the paramilitary forces to continue her passion for sports and have a regular income.
4. Bachendri Pal instilled confidence in Arunima Sinha and told her she had already conquered the Everest within her.
5. Arunima Sinha's goal was to summit all seven peaks in Asia.

Ans :

1. True – The text states, "she did just that, becoming the first Indian female amputee to achieve this feat."
2. False – Her father was an "army engineer," and her mother "worked as a health supervisor."
3. True – She pursued this job "which would allow her to continue her passion for sports while having a regular income."
4. True – Bachendri Pal "instilled confidence in Arunima and said, 'My child... you have conquered the Everest within you'."
5. False – Her goal was to complete "the Seven Summits," which refers to the highest peaks on each of the seven continents.

Assertion and Reason Questions

1. Assertion (A): Arunima Sinha made a vow to scale Mount Everest while still in the hospital.

Reason (R): She wanted to prove to everyone that her accident would not stop her dreams.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(B) Both A and R are true but R is not the correct explanation of A.

Assertion A is true; "Arunima made a vow... to scale Mount Everest" while "she lay in the hospital bed". Reason R is true and implies a strong motivation, but the text explicitly states the vow was "many would deem impossible", focusing more on her personal defiance against perceived impossibility rather than specifically proving it to "everyone."

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7. When did Arunima Sinha reach the summit of Mount Everest, and how long did the ascent take?

Ans :
Arunima Sinha reached the summit of Mount Everest "On 21 May 2013" , after "52 exhausting days".

8. What did Arunima do when she reached the summit of Mount Everest?

Ans :
When Arunima Sinha reached the summit of Mount Everest on May 21, 2013, she displayed the Indian flag. She also left behind a photograph of her idol, Swami Vivekananda, whose teachings had inspired her throughout her journey.

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9. What was Arunima's achievement by January 2019?

Ans :
By January 2019, Arunima became the first woman amputee to climb Mount Vinson in Antarctica, completing her mission to conquer the Seven Summits—the highest peaks on all seven continents. This remarkable feat solidified her legacy as a trailblazer in mountaineering.

10. What is the core message of Arunima Sinha, as stated in her own words?

Ans :
Arunima Sinha's core message is: "Never give up and work hard. Always remember your goal and work on it." She also states, "Failure is not when we fall short of achieving our goals. It is when we don't have goals worthy enough. Never forget your goal, respect it, work hard, and you will be the winner."

11. What is the title of Arunima Sinha's autobiography, and what does it signify?

Ans :
Her autobiography is titled "Born Again on the Mountain: A Story of Losing Everything and Finding It Back" , signifying triumph over adversity and resilience.

Long Answer Type Questions

1. How did Arunima Sinha's early life and dreams shape her response to the accident that changed her life?

Ans :
Arunima's love for sports and strong ambition, evident in her volleyball passion and paramilitary dreams, shaped her post-accident response. After losing a leg in 2011, instead of despair, she drew on her foundation of hard work. Inspired by Mount Everest in the hospital, she resolved to climb it, training rigorously. Her background instilled the determination to transform a life-altering challenge into an inspiring opportunity, showcasing self-belief.

2. What challenges did Arunima face in her journey to climb Mount Everest, and how did she overcome them?

Ans :
Arunima faced immense physical, emotional, and societal challenges climbing Everest with a prosthetic leg. Doubts from others and the demands of mountaineering were huge. She overcame these by training intensely for 18 months under Bachendri Pal, who believed in her. This rigorous preparation, combined with her unwavering determination, led to her historic summit on May 21, 2013, proving that courage and hard work conquer all obstacles.

3. How does Arunima's story demonstrate the power of mental strength in overcoming physical limitations?

Ans :
Arunima Sinha's story powerfully demonstrates mental strength overcoming physical limitations. After losing her leg, she faced immense physical struggles with her prosthetic. Yet, inspired by Swami Vivekananda, she set her sights on Everest, defying all doubts. Her 18 months of arduous training, pushing past pain, culminated in her historic Everest summit and later the Seven Summits. This journey proves that self-belief and sheer mental fortitude can overcome

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the toughest physical obstacles and achieve extraordinary feats.

4. Discuss how Arunima's story inspires others to face their own challenges.

Ans :
Arunima's story inspires by proving that determination conquers adversity. Her journey from a life-altering accident to scaling Everest and the Seven Summits shows setbacks don't limit potential. Her rigorous training and mental fortitude against societal doubts motivate resilience. By placing Swami Vivekananda's photo on Everest, she highlights the power of inspiration, encouraging others to find their own motivation. Her example shows anyone can achieve extraordinary feats despite physical, emotional, or societal struggles.

5. Why is Arunima's achievement of conquering the Seven Summits significant, and how does it reflect her character?

Ans :
Arunima Sinha's Seven Summits achievement is significant, making her the first woman amputee to conquer the highest peaks on every continent. It reflects her extraordinary determination and courage. Despite using a prosthetic leg, she summited Everest in 2013 and completed the feat by 2019, including Mount Vinson. This journey showcases her mental toughness, defying disability and societal expectations. Her accomplishment inspires millions, proving that self-belief and relentless drive turn challenges into remarkable triumphs.

6. Describe Arunima's preparation and challenges in climbing Mount Everest.

Ans :
Arunima prepared for Everest with 18 months of intense training at the Nehru Institute of Mountaineering under Bachendri Pal. Challenges included adapting to her prosthetic leg for balance and endurance, plus extreme weather and physical strain during the 52-day climb. Despite widespread doubt, her mental strength and training pushed her through. On May 21, 2013, she summited, planting the Indian flag and a Swami Vivekananda photo, marking a historic triumph.

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7. What is the moral of the story, and how does Arunima's journey illustrate it?

Ans :
The moral is that courage, hard work, and self-belief overcome any challenge. Arunima's journey vividly illustrates this: she transformed the tragedy of losing her leg into an extraordinary quest. Instead of despairing, she set her sights on Everest, trained intensely, and summitted in 2013 as the first Indian woman amputee. Her continued conquest of the Seven Summits by 2019 showcases relentless drive, proving that perseverance leads to remarkable success.

Competency Based Questions

1. Arunima showed great courage after her accident. Imagine you are Arunima preparing for Everest. What one internal fear would you tackle first?

Ans :
If I were Arunima, the first internal fear I'd tackle would be the fear of falling again. My accident on the train involved a fall, and climbing a mountain, especially with a prosthetic leg, involves great heights and risks. I would tell myself that every step is a new victory, focusing on control and belief in my training, not past trauma.

2. Arunima believes "Failure is when we don't have goals worthy enough." How does this idea change how we usually think about failing at something?

Ans :
This idea changes how we think about failure by shifting the focus from not achieving a task to not having a meaningful goal in the first place. It suggests true failure isn't falling short after trying, but lacking ambition or purpose. It teaches us to aim high and

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pursue goals that truly matter, making the effort itself valuable, regardless of immediate success.

3. Arunima trained for 18 months for mountaineering. If you want to achieve a big goal, what one challenge would long training cause, and how would you stay motivated?

Ans :

Long training for a big goal would cause the challenge of feeling exhausted and sometimes losing motivation over time. I would overcome this by setting small, achievable steps for each day, celebrating tiny victories. I would also regularly visualize achieving my main goal, like Arunima visualizing Everest, to keep my spirit high and remind myself of the final reward.

4. Arunima states, "Failure is not when we fall short of achieving our goals. It is when we don't have goals worthy enough". How can this message apply to a student who fails a test?

Ans :

This message tells a student that failing a test isn't the real failure if they tried their best and had a worthy goal of learning. Instead of being discouraged, they should reflect on whether their goal for the test was strong enough. It encourages them to aim high next time, to learn from mistakes, and to always have meaningful learning goals, which is what truly matters, not just the score.

5. Bachendri Pal said Arunima had "conquered the Everest within you." Create a short conversation (two lines each) where Arunima explains this idea to a friend.

Ans :

Arunima: "Bachendri Ma'am said I won my Everest inside first."
Friend: "What does 'Everest inside' mean?"
Arunima: "It's about beating your biggest fears and doubts, even harder than climbing a real mountain."
Friend: "So, it's about winning in your mind?"

Extract Based Questions

1. Read the following extract and answer the questions that follow:

In 2011, at the age of 24, Arunima Sinha, a national-level volleyball player, faced a life-altering event. It challenged her in ways she could never have imagined. As she lay in the hospital bed with one leg amputated, Arunima made a vow that many would deem impossible: not only to walk again with a prosthetic leg but to scale Mount Everest.

(i) What was Arunima Sinha's profession before her accident?
  (a) A mountaineer
  (b) A health supervisor
  (c) A national-level volleyball player
  (d) An army engineer

(ii) While in the hospital with one leg amputated, Arunima made a vow to walk again with a _____ leg and scale Mount Everest.

(iii) State whether the following statement is true or false:
Arunima Sinha's accident was a minor event that did not significantly challenge her.

(iv) What incredible vow did Arunima Sinha make while lying in her hospital bed?

Ans :

(i) (c) A national-level volleyball player

(ii) prosthetic

(iii) False (The text states she faced a "life-altering event" that "challenged her in ways she could never have imagined.")

(iv) She made a vow not only to walk again with a prosthetic leg but also to scale Mount Everest.

2. Read the following extract and answer the questions that follow:

On the fateful night of 11 April 2011, she met with a train accident. The hours that followed were harrowing. She never imagined she would survive that night, but survive she did, miraculously, displaying an extraordinary will to live. Arunima received a prosthetic leg and underwent physiotherapy. It was

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during this period that she made a profound decision. Inspired by an article about Mount Everest, she resolved to conquer the highest peak in the world.

(i) What was the source of Arunima's inspiration for her "profound decision"?
   (a) Her physiotherapy sessions
   (b) The doctors at the hospital
   (c) An article about Mount Everest
   (d) Her family's encouragement

(ii) After the accident, Arunima received a _____ leg and underwent physiotherapy.

(iii) State whether the following statement is true or false:
Arunima showed little desire to survive after her harrowing accident.

(iv) What did Arunima resolve to do after her accident?

Ans :

(i) (c) An article about Mount Everest

(ii) prosthetic

(iii) False (The extract states she displayed "an extraordinary will to live")

(iv) She "resolved to conquer the highest peak in the world".

3. Read the following extract and answer the questions that follow:

To pursue her ambition, Arunima Sinha completed a basic mountaineering course at the Nehru Institute of Mountaineering in Uttarkashi, followed by eighteen months of rigorous training. Arunima approached Bachendri Pal, the first Indian woman to summit Everest, to guide her in the endeavour. Bachendri Pal instilled confidence in Arunima and said, "My child, you decided to climb Mount Everest in these situations with a prosthetic leg—you have conquered the Everest within you; the world will realise it later."

(i) Who, being the first Indian woman to summit Everest, did Arunima approach for guidance?
   (a) Her mother
   (b) Swami Vivekananda
   (c) Her physiotherapist
   (d) Bachendri Pal

(ii) Arunima completed a basic mountaineering course at the Nehru Institute of Mountaineering in _____.

(iii) State whether the following statement is true or false:
Bachendri Pal discouraged Arunima and told her that her goal was impossible.

(iv) What did Bachendri Pal say Arunima had already conquered "within"?

Ans :

(i) (d) Bachendri Pal

(ii) Uttarkashi

(iii) False (The text states that Bachendri Pal "instilled confidence in Arunima")

(iv) Bachendri Pal said that Arunima had already "conquered the Everest within" herself by making the decision to climb in her situation.

4. Read the following extract and answer the questions that follow:

On 21 May 2013, after 52 exhausting days, Arunima Sinha reached the summit of Mount Everest. Standing at the top of the world, she felt a surge of emotions—pride, relief, and an overwhelming sense of achievement. She displayed the Indian flag at the summit and left behind a photograph of her idol, Swami Vivekananda, whose teachings had inspired her throughout her journey.

(i) What did Arunima Sinha leave behind at the summit in addition to the Indian flag?
   (a) Her mountaineering gear
   (b) A photograph of her idol, Swami Vivekananda
   (c) A letter for Bachendri Pal
   (d) A volleyball

(ii) The 52-day journey to the summit of Mount Everest is described as being _____.

(iii) State whether the following statement is true or false:
Upon reaching the summit, Arunima felt only tired and had no other emotions.

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(iv) What two symbolic acts did Arunima perform at the top of Mount Everest?

Ans :

(i) (b) A photograph of her idol, Swami Vivekananda

(ii) exhausting

(iii) False (The text states that "she felt a surge of emotions—pride, relief, and an overwhelming sense of achievement")

(iv) She displayed the Indian flag and left behind a photograph of her idol, Swami Vivekananda.

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5. Read the following extract and answer the questions that follow:

Arunima's feat did not end with Everest. By July 2016, she had summited seven peaks in Europe, Africa, Australia, South America, North America, and of course, Mount Everest in Asia. In January 2019, she climbed the seventh peak on Antarctica and became world's first female amputee to climb Mount Vinson. Her goal to complete the Seven Summits was achieved.

(i) What was the name of the seventh peak Arunima climbed in Antarctica?
   (a) Mount Everest
   (b) Mount Kilimanjaro
   (c) Denali
   (d) Mount Vinson

(ii) By climbing the final peak, she became the world's first female _____ to climb Mount Vinson.

(iii) State whether the following statement is true or false:
Arunima's mountaineering achievements ended after she successfully climbed Mount Everest.

(iv) Besides Asia and Antarctica, list three other continents where Arunima summited peaks.

Ans :

(i) (d) Mount Vinson

(ii) amputee

(iii) False (The extract explicitly states, "Arunima's feat did not end with Everest")

(iv) Three other continents where she summited peaks were Europe, Africa, and Australia.

6. Read the following extract and answer the questions that follow:

Throughout her journey, Arunima has faced numerous challenges and setbacks. Yet, her story is not just about physical endurance but also about mental fortitude and the power of a positive mind set. Her message is simple yet profound: "Never give up and work hard. Always remember your goal and work on it."

Arunima's autobiography, Born Again on the Mountain: A Story of Losing Everything and Finding It Back records her incredible journey to the top of the world. It is a story of triumph over adversity, a testament to the human spirit's capacity to rise above the most challenging circumstances.

(i) Besides physical endurance, Arunima's story is also about what two qualities?
   (a) Good luck and fortune
   (b) Wealth and fame
   (c) Mental fortitude and the power of a positive mind set
   (d) Her challenging setbacks

(ii) Arunima's simple message is to "Never give up and work hard. Always remember your _____ and work on it."

(iii) State whether the following statement is true or false:
Arunima's autobiography shows how challenging circumstances can defeat the human spirit.

(iv) What is the full title of Arunima's autobiography?

Ans :

(i) (c) Mental fortitude and the power of a positive mind set

(ii) goal

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(v) Choose the correct option to complete the sentence.
The tone of the writer in this extract is _____.
A. modest
B. light-hearted
C. admiring
D. nostalgic

Ans :

(i) respect

(ii) The lighting design makes the monument's landscape transform as the sunlight goes from dawn to dusk. This magical transformation is what makes it visually appealing.

(iii) It is an opinion.

(iv) The everlasting flame suggests that while the soldiers are not here anymore, their stories of courage and valour will shine forever.

(v) C. admiring

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2. I was happy to hear that you got an opportunity to visit the National War Memorial. I have heard a lot about it. Some people might see a war memorial as just a monument, statue, an edifice to celebrate a war or victory and commemorate those who sacrificed their lives or got injured in the war. In my view, it is also an expression of deep gratitude for the supreme sacrifice made by our brave soldiers defending the sovereignty and integrity of the country.

(i) Choose a line from the extract which shows that Ananda was aware about the National War Memorial.

(ii) What might be the most likely reason for people to consider a war memorial as a monument?

(iii) Fill in the blank with a suitable word from the extract.
We conduct special competitions at school to _____ our Independence day.

(iv) Select a phrase from the extract showing that Ananda is expressing an opinion.

(v) Complete the sentence with a suitable reason.
Ananda refers to the sacrifice of soldiers as 'supreme' sacrifice because _____.

Ans :

(i) "I was happy to hear that you got an opportunity to visit the National War Memorial. I have heard a lot about it." This line suggests that Ananda knew about the National War Memorial and she simply had never seen it in person before.

(ii) Some people who do not give much importance to the deeper meaning of statues and symbols, or who are not that patriotic may consider the war memorial to be just a monument, s statue to celebrate a victory.

(iii) celebrate

(iv) 'In my view' means that Ananda is sharing something she feels she has an opinion on, something that she feels but others might have a different view on.

(v) They died selflessly to protect their motherland.

II. Answer the following questions.

1. What is the significance of the National War Memorial?

Ans :

National War Memorial is a homage to the soldiers who sacrificed their lives for the sovereignty and integrity of the country in post-independence conflicts like the 1999 Kargil war, Indo-Pak wars and Indo-China conflicts. Tributes like these serve to remind the future generations that their freedom has come at the cost of the lives of countless bravehearts.

2. Lance Naik Albert Ekka is an example of selflessness, determination, and exceptional courage. Elaborate.

Ans :

Lance Naik Albert Ekka is an example of selflessness, determination and exceptional courage. He fought valiantly in the 1971 Indo-Pak War. In the war, he was positioned in the

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CHAPTER 13

A HOMAGE TO OUR BRAVE SOLDIERS

1. INTRODUCTION

This chapter is a moving tribute to the brave men and women who have selflessly protected India's borders and ensured its peace. Through letters exchanged between friends, you'll discover the significance of the National War Memorial in Delhi, a place that honors the sacrifices of soldiers from various wars. Learn about India's highest gallantry awards, like the Param Vir Chakra, and be inspired by the incredible courage and dedication of heroes like Lance Naik Albert Ekka and Major Padmapani Acharya.

2. SUMMARY

This chapter, a letter from Soumya to her friend Ananda, recounts Soumya's inspiring visit to the National War Memorial in New Delhi. Soumya had always wondered about the brave Indians who protected their country and sacrificed their lives for peace after Independence. Her school trip helped her find answers.

The National War Memorial, inaugurated in February 2019 near India Gate, honors brave Indian soldiers. Their teacher explained that India's freedom and security today are due to the sacrifices of these armed forces personnel since 1947, highlighting the "cost of freedom." The memorial's "tablets" are etched with the names of over 26,000 fallen soldiers from various conflicts like the Indo-China War of 1962 and the Kargil War of 1999.

Soumya learned about the 21 bravehearts awarded the Param Vir Chakra (PVC), India's highest wartime gallantry medal. She was "awestruck and humbled" by Lance Naik Albert Ekka's story, who, despite being "seriously wounded," bravely silenced enemy machine guns, ensuring his company's success. This inspired Soumya to "aspire to be courageous like him when I join the army!"

The memorial also features the Amar Jawan Jyoti, an "immortal flame" symbolizing the eternal spirit of fallen soldiers. Soumya described the memorial's four concentric "Chakras" (circles) – Amar, Veerta, Tyag, and Raksha – each representing different aspects of a soldier's journey and dedication.

The visit, though sad due to war's devastation, motivated Soumya to "live a life worthy of the sacrifices of our heroes." Her class plans presentations on these valorous stories, with Soumya focusing on Major Padmapani Acharya, a Kargil War hero who expressed fearlessness for his motherland.

3. WORD MEANINGS

1. Homage : something that is said or done to show respect publicly for someone.
2. Territorial integrity : safeguarding nation's borders.
3. Envisioned : visualised.
4. Inaugurated : formally began or introduced.
5. Iconic : celebrated.
6. Tribute : showing respect, gratitude.
7. Aspiration : a hope or ambition of achieving something.
8. Toll : (here, takes its toll) has a bad effect.
9. Sacrifice : an act of giving up something valued for the sake of something else regarded as more important.

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10. Horrors : intense feelings of fear, shock, or disgust.
11. Tablet : (here) a brick of the memorial with names on it.
12. Bears : carries or supports.
13. Supreme sacrifice : (here) giving one's life.
14. Etched : engraved.
15. Heartening : encouraging.
16. Bravehearts : brave people.
17. Param vir chakra (pvc) : india's highest wartime gallantry medal.
18. Gallantry : exceptional courage especially in battle.
19. Maha vir chakra (mvc) : india's second highest gallantry medal.
20. Kirti chakra (kc) : a gallantry award.
21. Vir chakra (vrc) : a gallantry award.
22. Shaurya chakra (sc) : a gallantry award.
23. Posthumously : after death.
24. Exemplary : serving as a desirable model; very good.
25. Citation : meritorious performance of duty.
26. Motivated : provided with a motive for doing something.
27. Awestruck : amazed.
28. Humbled : having a modest or low estimate of one's own importance.
29. Aspire : direct one's hopes or ambitions towards achieving something.
30. Company : (military) a unit of soldiers.
31. Battalion : a large body of troops ready for battle.
32. Brigade : a subdivision of an army.
33. Enemy defence : protective military positions of the opponent.
34. Well-fortified : strongly protected with defenses.
35. Assaulting troops : soldiers who are attacking.
36. Subjected to : caused to undergo (a particular experience).
37. Intense shelling : very strong artillery fire.
38. Small arms fire : gunfire from weapons like rifles and machine guns.
39. Charged on : advanced directly towards.
40. Objective : (here) the target or goal of a military operation.
41. Locked in : engaged in.
42. Bitter : (of a fight) intense and unpleasant.
43. Hand-to-hand combat : fighting at close quarters.
44. Inflicting : causing (something unpleasant or painful) to be suffered by someone or something.
45. Casualties : people killed or injured in a war or accident.
46. Disregard : lack of attention to; neglect.
47. Personal safety : one's own security from harm.
48. Bunker : a reinforced underground shelter, typically for use in wartime.
49. Bayoneted : stabbed with a bayonet (a knife attached to a rifle).
50. Silenced : made quiet.
51. Wounded : injured.
52. Encounter : a brief or an unexpected meeting.
53. Alongside : next to.
54. Comrades : fellow soldiers or members of a group.
55. Undaunted : fearless.
56. Courage : great courage, especially in battle.
57. Medium machine gun : a type of machine gun.
58. Holding up : delaying or stopping.
59. Gallant : brave.
60. Volume of fire : amount of gunfire.
61. Crawled : moved on hands and knees.
62. Lobbed : threw (something) in a high arc.
63. Grenade : a small bomb.
64. Loophole : a narrow opening in a wall, especially one for firing through.
65. Injuring : causing physical harm or damage to.

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66. Grim determination : a firm and unyielding resolve.
67. Scaled : climbed up or over.
68. Succumbed : failed to resist (pressure, temptation, or some other negative force); died from.
69. Conspicuous : standing out so as to be clearly visible.
70. Valour : great courage, especially in battle.
71. Traditions : customs or beliefs passed down.
72. Installation : a piece of equipment or mechanism that has been installed.
73. Commemorates : remember officially and show respect.
74. Immortal flame : a flame that is kept burning continuously to honor the dead.
75. Ablaze : burning fiercely.
76. Revere : feel deep respect or admiration for.
77. Alighted : (here) lit.
78. Obelisk : tapering stone pillar.
79. Wreaths : circular arrangement of flowers used as a mark of respect and remembrance for a person who has died.
80. Transforms : changes completely the appearance or character of.
81. Landscape : all the visible features of an area of land.
82. Dawn to dusk : from morning till night.
83. Majestic : having or showing impressive beauty or scale.
84. Overwhelmed : deeply affected by a strong feeling.
85. Interminable : everlasting.
86. Metaphor : a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
87. Eternal : lasting or existing forever.
88. Murals : large paintings on a wall.
89. Significance : importance.
90. Chakras : (here) concentric circles within the memorial.
91. Concentric circles : circles that have the same center.
92. Immortality : the ability to live forever.
93. Symbolises : represents.
94. Bravery : courageous behavior or character.
95. Gallery : a room or building for the display of works of art.
96. Exhibits : displays.
97. Valiant : very brave.
98. Depicting : representing by a drawing, painting, or other art form.
99. Sacrifice : the act of giving up something valued for the sake of something else regarded as more important.
100. Circular : having the form of a circle.
101. Chakravyuh : an ancient war formation.
102. Granite tablets : flat pieces of granite stone.
103. Dedicated : devoted to a task or purpose.
104. Raksha chakra : circle of protection.
105. Reassurance : the action of removing someone's doubts or fears.
106. Ensure : to make certain that (something) will occur or be the case.
107. Majestic lawns : impressive and beautiful grassy areas.
108. Grand buildings : large and impressive buildings.
109. Kartavyapath : a specific area in new delhi.
110. Immersed : involved deeply in an activity.
111. Ambience : the character and atmosphere of a place.
112. Solemn : formal and dignified.
113. Emotive : arousing or able to arouse intense feeling.
114. Bond : a connection.
115. Discourses : serious discussions on different topics.
116. Devastation : severe and widespread destruction.
117. Worthy : deserving effort, attention, or respect.

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7. gratitude
8. Inspiration

Ans :

1. The National War Memorial consists of four concentric circles, which are known as Amar Chakra, Veerta Chakra, Tyag Chakra, and Raksha Chakra around a 15-metre-tall central obelisk with the eternal flame—the Amar Jawan Jyoti. It also houses bronze and stone murals and graphic panels. Isn't it amazing!
2. It was heartening to know that our government has recognised the sacrifice of brave soldiers. Our teacher told us about the 21 bravehearts who were awarded the Param Vir Chakra (PVC), India's highest wartime gallantry medal, for their service to the nation. She also told us about Maha Vir Chakra (MVC), Kirti Chakra (KC), Vir Chakra (VrC), and Shaurya Chakra (SC).
3. I also feel it is our duty to periodically visit such places to honour our valiant soldiers, who have made great sacrifices for us. Their sacrifices enable us to walk freely in our country without fear of enemy threats. It is nice of your teacher and school to arrange this visit to give you all a chance to learn about India's heroes and also pay your respect to them. The idea of your class to make a presentation at the school and make everyone a part of your experience is wonderful! Best of luck for your presentation, I hope it goes well and motivates the school students to join the Indian Armed Forces.
4. You can see the obelisk surrounded by wreaths that have been placed as a mark of respect. The lighting design is planned in such a way that it transforms the monument's landscape as sunlight changes from dawn to dusk. It truly is a majestic site that filled me with pride for our nation.
5. We spent the whole day, from morning to evening, at the National War Memorial and the surrounding areas, marked by majestic lawns and grand buildings of Kartavyapath. We were immersed in the ambience that was solemn and a reminder of what a free nation could achieve. The overall environment created an emotive experience that was visually inspiring. I felt as if I had developed a bond with the place.
6. I learnt a lot, but I also have to admit that the various discourses during the day brought tears to my eyes. It was sad to think about the massive devastation and loss of life caused by wars.
7. I was happy to hear that you got an opportunity to visit the National War Memorial. I have heard a lot about it. Some people might see a war memorial as just a monument, statue, an edifice to celebrate our war heroes or victory and commemorate those who lost their lives or got injured in the war. In my view, it is also an expression of deep gratitude for the supreme sacrifice made by our brave soldiers defending the sovereignty and integrity of the country. I feel motivated and I am seriously thinking of joining the Armed Forces to serve my motherland.
8. I must say, I was inspired by your idea of presenting the valorous stories of India's soldiers.

III. Which is India's highest gallantry award?

Ans :

Param Vir Chakra is India's highest gallantry award.

IV. How would Ananda feel after reading this letter?

Ans :

Ananda would feel awed and motivated after reading Soumya's letter. She would have felt a sense of respect and gratitude for the different monuments that were made in homage to the brave soldiers who died for the country.

V. Do you think Soumya enjoyed writing this letter? Why or why not?

Ans :

Yes, Soumya definitely enjoyed writing the

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4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Homage means 'something that is said or done to show respect publicly for someone'. Whom should every Indian pay homage to? Share your answers with your classmates and the teacher.

Ans :

Every Indian should pay homage to the brave soldiers who guard our borders and enable us to sleep peacefully.

II. Work in pairs to complete the table by writing any three ways in which we can celebrate the victories and honour the sacrifices of the soldiers. An example has been done for you. Share your answers with your classmates and the teacher.

Celebrating their Victories	**Honouring their Sacrifices**
	visiting a war memorial

Ans :

Celebrating their Victories	**Honouring their Sacrifices**
Organising parades or marches	visiting a war memorial
Sharing their stories on social media.	Observing a two minute silence.
Awarding medals and honours	Naming roads/ buildings after them

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Let us discuss I

I. Complete the table given below. An example has been done for you. Check your answers with the teacher.

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Name of the War Hero	**Contribution and Achievement**	**Award Given**
Major Somnath Sharma	Battle of Badgam in 1947	First Param Vir Chakra awarded posthumously
Captain Mahendra Nath Mulla		
Lance Naik Albert Ekka		
Major Padmapani Acharya		

Ans :

Name of the War Hero	**Contribution and Achievement**	**Award Given**
Major Somnath Sharma	Battle of Badgam in 1947	First Param Vir Chakra awarded posthumously
Captain Mahendra Nath Mulla	Locating and Destroying a Pakistan Submarine in the North Arabian Sea	Decorated with the Maha Vir Chakra
Lance Naik Albert Ekka	1971 Indo Pak War	Param Vir Chakra awarded posthumously
Major Padmapani Acharya	1999 Kargil War	Decorated with the Maha Vir Chakra posthumously

II. Find the paragraph(s) and sentences in the text that evoke the feelings given below.

1. feeling of wonder
2. heartening
3. sense of motivation
4. pride
5. visually inspiring
6. sadness

118. Valor : great courage, especially in battle.
119. Delighted : feeling or showing great pleasure.
120. Commanded : gave an order.
121. Formidable : inspiring fear or respect through being impressively large, powerful, intense, or capable.
122. Assigned : appointed (someone) to a particular task or position.
123. Platoon : a subdivision of a company of soldiers, usually forming a tactical unit.
124. Falters : loses strength or momentum.
125. Artillery fire : gunfire from large guns.
126. Murderous : involving or intending death or great harm.
127. Crawled up : moved slowly on hands and knees towards something.
128. Lobbed grenades : threw small bombs in a high arc.
129. Daring assault : a brave and risky attack.
130. Severely injured : badly hurt.
131. Over-run : (of a place) inundated with or overcome by.
132. Mission : an important assignment.
133. Self-sacrifice : the giving up of one's own interests or desires.
134. Motherland : one's native country.
135. Quoting : repeating or copying out (words from a text or speech).
136. Shrimad bhagavad gita : a hindu scripture.
137. Slain : killed.
138. Celestial abode : a heavenly dwelling place.
139. Victory : winning a battle, game, election, or dispute.
140. Kingdom : a country, state, or territory ruled by a king or queen.
141. Determined : having made a firm decision and being resolved not to change it.
142. Foodie : a person who has an enthusiastic interest in food.
143. Edifice : a large building which is impressive.
144. Valiant : very brave.
145. Gratitude : the quality of being thankful.
146. Sovereignty : supreme power or authority.
147. Integrity : the state of being whole and undivided.
148. Motivated : provided with a motive for doing something.
149. Periodically : from time to time.
150. Enable : to make possible.
151. Threats : indications of impending danger.
152. Valorous : showing great courage in the face of danger.
153. Inconsequential : not important or significant.
154. Luxury : a state of great comfort and extravagant living.
155. Alert : quick to notice any unusual or potentially dangerous circumstances.
156. Environment : the surroundings or conditions in which a person, animal, or plant lives or operates.
157. Memoir : an account of one's personal life and experiences.
158. Excerpt : a short extract from a film, broadcast, or piece of music or writing.
159. Hitherto : until now.
160. Shake : (here) to upset or disturb.
161. Gradually : in a slow, step-by-step way.
162. Interactive : (of a computer program or system) allowing a two-way flow of information between the user and the system.
163. Queries : questions.
164. Enchanting : charming; captivating.
165. Collage : a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
166. Philately : the collection and study of postage stamps.
167. Fluffy : light and soft or airy in texture.
168. Idlis : a type of savory rice cake.
169. Chhole bhature : a dish of chickpea curry and fried bread.
170. Unmindful : not conscious or aware of.
171. Undaunted : fearless.
172. Immortal : living forever.

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letter where she described the National War Memorial in New Delhi. She had enjoyed her trip and was inspired by the knowledge of different soldiers like Major Somnath Sharma and Lance Naik Albert Ekka. Both Soumya and Ananda enjoy sharing knowledge with each other, and no doubt, Soumya must have enjoyed telling Ananda about such brave soldiers and the significance of the monument she saw on her trip.

Let us discuss II

I. Why was Ananda reminded of the poem 'Pushp ki Abhilasha'?

Ans :

The Hindi poem 'Pushp ki Abhilasha' talks about how a soldier's selfless and patriotic dedication deserves more flowers than a garland, grave or women's hair. It talks of the flower's desire to be on the path of a noble brave soldier, because then, the flower will be used for a noble cause. Ananda is reminded of the poem when she is talking about the Bougainvillea garden in Sector-3 Chandigarh, where the memorials of the soldiers are present amidst beautiful patches of flowers.

II. How does Soumya's letter help Ananda in pursuing her hobby?

Ans :

Letters are accompanied with stamps. People often have a hobby of collecting stamps. So Soumya's letter not only increases Ananda's knowledge, but also enriches Ananda's stamp collecting hobby.

III. Ananda is inspired to act after reading the letter from Soumya. What actions does she intend to take up? Fill in the table citing the sentences from the text.

1.	visit	
2.	mobile app	
3.	sharing ideas	
4.	creating a collage	
5.	joining the army	
6.	website	

Ans :

1.	visit	We all wish to visit the National War Memorial, Delhi.
2.	mobile app	We have found out a mobile app 'National War Memorial and Museum'. This app is very interactive and provides answers to our queries in 21 languages.
3.	sharing ideas	Next week, I am going to share this idea with my classmates and my teacher.
4.	creating a collage	I think it would be great to create a collage capturing the lives and stories of people that can inspire us each day.
5.	joining the army	I aspire to be courageous like him when I join the army!
6.	website	Here is the website link for National War Memorial https://www.mygov.in. Share it with your friends to learn more about it.

Let us think and reflect

I. Read the extracts given below and answer the questions that follow.

1. You can see the obelisk surrounded by wreaths that have been placed as a mark of respect. The lighting design is planned in such a way that it transforms the monument's landscape as sunlight changes from dawn to dusk. It truly is a majestic site that filled me with pride for our nation. I was also overwhelmed by the interminable flame as a metaphor for eternal stories of courage and valour.

(i) Complete the analogy with a word from the extract.
flame : valour :: wreath : _ _ _ _ _ _

(ii) How does the lighting design make the monument visually appealing?

(iii) State whether the following sentence is a fact or an opinion. It truly is a majestic site…

(iv) What does the everlasting flame suggest?

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(iii) False (The extract says her story is "a testament to the human spirit's capacity to rise above the most challenging circumstances")

(iv) The title is Born Again on the Mountain: A Story of Losing Everything and Finding It Back.

7. Read the following extract and answer the questions that follow:

She was conferred with the honorary doctorate by the University of Strathclyde, Glasgow, UK. In her words, "Failure is not when we fall short of achieving our goals. It is when we don't have goals worthy enough. Never forget your goal, respect it, work hard, and you will be the winner." Dr. Arunima Sinha has not only conquered mountains but has also won people's hearts the world over, inspiring them to reach their own summits.

(i) According to Arunima Sinha's words, what is the true definition of failure?

(a) When we fall short of achieving our goals.

(b) When we don't have goals worthy enough.

(c) When we fail to inspire others.

(d) When we do not win people's hearts.

(ii) Arunima Sinha has not only conquered mountains but has also won people's _____ the world over.

(iii) State whether the following statement is true or false:
According to the extract, Arunima's influence is limited only to the world of mountaineering.

(iv) What three pieces of advice does Arunima give regarding one's goal?

Ans :

(i) (b) When we don't have goals worthy enough.

(ii) hearts.

(iii) False (The extract states that she has won "people's hearts the world over, inspiring them to reach their own summits".)

(iv) She advises to "Never forget your goal, respect it, work hard".

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left forward company of the Battalion of the Brigade of Guards. The enemy were holding the eastern front of the Gangasagar, and the battalion was to attack this particular enemy defense. Lance Naik Albert Ekka noticed an enemy Light Machine Gun assaulting his comrades. He selflessly charged into the enemy bunker and disarmed the Light Machine Gun and two enemy soldiers. At the end of the objective, he again selflessly charged and disarmed a Medium Machine Gun, while climbing the wall and launching a grenade at the enemy soldiers. He did all of this while enduring severe injuries. He fought with his comrades and only succumbed to his injuries after successfully fulfilling his company's objective. For this, he was awarded the Param Vir Chakra posthumously.

3. Explain how the National War Memorial and Museum app will be helpful in spreading awareness about war heroes.

Ans :

The youth of the nation and the future generations need to know about the soldiers who sacrificed their lives and their own youth to protect the country and give them the freedom that they enjoy today. It is important for them to know about each soldier, for they were bravehearts, not a number lost in the records forgotten. The National War Memorial and Museum app will spread awareness about each precious life that contributed to the freedom, sovereignty and integrity of the present.

4. Why is it our duty to pay homage to our brave soldiers?

Ans :

Our brave soldiers gave up their lives and youth to dedicatedly protect us and our country. They show immense selflessness, valour and inspiring endurance to such a patriotic motive. Whatever luxuries and rights we have now, it is all due to them and their fierce determination to keep us safe. They deserve gratitude and respect for their sacrifice and service. Therefore, it is our duty to pay homage to our brave soldiers.

5. What is the main idea of this text? How does it justify the title, 'A Homage to our Brave Soldiers'?

Ans :

The main idea of this text is that the brave soldiers of the country should be appreciated more for their sacrifice and service. It justifies the title 'A Homage to our Brave Soldiers' by talking about the different ways the country and educational institutions pay homage to the soldiers who fought in the wars and protected us. For instance, it sheds light on the National War Memorial, Museum app, websites that offer insight to different soldiers, and the different awards given for the soldiers' gallantry, Param Vir Chakra, and Maha Vir Chakra. Moreover, in the educational institutions, we see that educational trips to different war memorials are often organised for the students and competitions like collage making incur a sense of curiosity in the students which encourages them to know more about our courageous soldiers. Therefore, the text is about giving homage to soldiers and spreading awareness about their sacrifice and service.

6. Why were the students awestruck and humbled? Explain in your own words.

Ans :

The National War Memorial, its significance, structure (4 circles or chakras) and visual appeal left the students awestruck and humbled. Everything about the monument was so meticulously dedicated to paying homage to the soldiers that calling it 'just a monument' would be plain disrespect. From the 4 chakras to the row of trees planted for each soldier, every detail reminded the students of the sacrifice and service shown by each brave soldier.

Let us learn

Study the following words taken from the text.

disregard, inconsequential, immortal, undaunted

These words are made by adding word beginnings like dis-, in-, im- and unto the

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7. We waited in the car until _____.
8. _____ as the waves rushed to the shore.

Ans :

1. Farheen was late to work because he was feeling under the weather.
2. The dog started barking when it sensed an unfamiliar person in the house.
3. She completed the marathon although her foot was injured.
4. It started raining while they were hiking in the mountains.
5. Abhishek received a promotion after he successfully handled many difficult clients this month.
6. I submitted all my tasks before the deadline approached.
7. We waited in the car until the dust storm went away.
8. I could feel the ocean around my feet as the waves rushed to the shore.

Let us listen

You will listen to a girl speak about why she wishes to join the Armed Forces when she grows up. As you listen, answer the questions given below in two–three exact words you hear. (Transcript for the teacher on pg. 223)

1. What type of job does Gunjan think the Armed Forces is?
2. What feature of the Armed Forces fills Gunjan with pride?
3. How does the disciplined life of the Armed Forces impact the body and mind, according to Gunjan?
4. List any one aspect about a job in the Armed Forces that Gunjan feels helps someone grow.
5. State any two things that Gunjan feels life in the Armed Forces teaches.

Ans :

1. Gunjan thinks that the Armed Forces is an honorable, respectful, and dedicated job which will teach a person discipline and organization while helping them keep their family safe and secure.
2. Whenever Gunjan imagines the uniform of the Armed Forces, she feels a surge of pride. The honor of wearing the uniform of the Armed Forces fills Gunjan with pride.
3. To be prepared for the risks and hurdles of a soldier's life, the aspirants undergo rigorous training that teaches discipline and organization. The physical training helps keep the body fit and alert for anything. Since the mind is exposed to various challenges, a soldier's mind is tough but also flexible, always alert and composed. Therefore, the disciplined life of the Armed Forces greatly impacts the body and mind.
4. The Armed Forces offers new challenges and adventures, which, according to Gunjan, helps one grow.
5. The Armed Forces teaches you to live a disciplined and organised life.

Let us speak

1. Work in pairs and identify the different professions displayed in the picture.



Ans :

Teacher, air force officer, carpenter, cricketer, farmer, doctor, chef, painter, dancer.

2. Imagine that you dream of or wish to pursue some of these professions and vocations. Take turns to express this along with a reason. Do not forget to include what preparation would be required to fulfill the dream. Speak about all the given professions and vocations.
Use the prompts given below.

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3. Anjali's _____ of heights prevented her from climbing the tall ladder.
4. Sushma felt _____ as she entered the dark, abandoned building alone.

Ans :

1. cowardly, 2. timid, 3. fear, 4. afraid.

IV. Read the following sentences from the text and divide them into two parts. An example has been done for you.

1. I aspire to be courageous like him when I join the army!
2. They exchange letters and share their feelings of gratitude for the freedom they enjoy because of the sacrifices made by the bravehearts of the country.
3. Though seriously wounded in this encounter, he continued to fight alongside his comrades.
4. The sacrifices of the soldiers make monuments like the National War Memorial extremely important so that we should never forget the cost of freedom.

Part 1	**Part 2**
I aspire to be courageous like him	when I join the army!

When the part of a sentence conveys complete meaning and is independent, it is called **main clause**. The part of the sentence which is dependent on the main clause to make complete sense is the **subordinate clause**.
The words or phrases that connect the two parts of sentences such as, when, because, though, so that—convey a specific meaning—time, reason, contrast, purpose, respectively. Connecting words are called **subordinating conjunctions**.

Ans :

Part 1	**Part 2**
I aspire to be courageous like him	when I join the army!
They exchange letters and share their feelings of gratitude for the freedom they enjoy	because of the sacrifices made by the bravehearts of the country.
Though seriously wounded in this encounter,	he continued to fight alongside his comrades.
The sacrifices of the soldiers make monuments like the National War Memorial extremely important	so that we should never forget the cost of freedom.

V. Combine the following pairs of sentences using suitable subordinating conjunctions given in the box below.

because	unless	when	where	though

1. Wasi burst into tears. He heard the good news.
2. Himani was very nervous. She delivered a great presentation.
3. This is the place. I was born.
4. The students performed very well. They studied diligently.
5. Water the plants. They will die.

Ans :

1. Wasi burst into tears when he heard the good news.
2. Himani was very nervous though she delivered a great presentation.
3. This is the place where I was born.
4. The students performed very well because they studied diligently.
5. The plants will die unless you water them.

VI. Complete the following sentences with suitable main clause or subordinate clause.

1. Farheen was late to work because _____.
2. The dog started barking when _____.
3. She completed the marathon although _____.
4. _____ while they were hiking in the mountains.
5. Abhishek received a promotion after _____.
6. _____ before the deadline approached.

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2. Assertion (A): Amar Jawan Jyoti at the National War Memorial represents a temporary flame.
Reason (R): It is kept ablaze only during specific national celebrations.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(C) A is true but R is false.
Assertion A is true; Amar Jawan Jyoti "represents an immortal flame". Reason R is false; it is "kept ablaze all through the day and night".

3. Assertion (A): The Tyag Chakra has granite tablets with names of fallen heroes.
Reason (R): This circle symbolizes the ancient war formation called Chakravyuh.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
Assertion A is true; "The circular concentric walls of honour symbolise the ancient war formation, which is called Chakravyuh". Reason R is true; "The walls are covered with granite tablets and individual tablet is solely dedicated to each fallen hero of post-Independent India. Their names are etched in golden letters".

4. Assertion (A): The National War Memorial is extremely important.
Reason (R): It ensures that the cost of freedom and the pain of war are never forgotten.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The memorial's importance is explicitly stated as being "so that we should never forget the cost of freedom" and "the pain and horrors of war."

5. Assertion (A): Lance Naik Albert Ekka continued fighting despite being seriously wounded.
Reason (R): He was determined to ensure the success of the attack and save his company from further casualties.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
His actions directly led to silencing the machine gun, "saving further casualties to his company and ensured the success of the attack."

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Very Short Answer Type Questions

1. What does "Homage" mean?

Ans :
Homage means showing public respect for someone.

2. When did the construction of the National War Memorial start?

Ans :
National War Memorial's construction started in April 2018.

3. How much land is the National War Memorial spread over?

Ans :
National War Memorial is spread over 40 acres of land.

- I would like to become… because… For this I would have to first…
- I dream of working as a… as… This would involve…
- To become a… has been a childhood dream. This is so because…In order to become a… I would have to…
- One day, I hope to become… Then I would be able to… However, first I would need to…
- It would be great if I could work as… as it would let me… For this I would have to…

Ans :

Here's how I might talk about dreaming of these different jobs:

1. **Carpenter:** "I would like to become a carpenter because I love working with wood and creating new things with my hands. For this, I would have to first learn how to use different tools safely and how to design wooden objects."
2. **Teacher:** "I dream of working as a teacher. This would involve helping students learn new things every day. To do this, I would need to study my subjects really well and learn how to explain things clearly to others."
3. **Sportsperson (Cricket):** "To become a sportsperson, like a cricketer, has been a childhood dream. This is so because I love playing cricket and it keeps me fit. In order to become one, I would have to practice daily, exercise regularly, and learn from a good coach."
4. **Pilot/Army Officer:** "One day, I hope to become a pilot. Then I would be able to fly planes and see the world from above, which sounds thrilling! However, first I would need to study Science subjects very hard and be very disciplined."
5. **Farmer:** "It would be great if I could work as a farmer, as it would let me stay close to nature and grow fresh food. For this, I would have to learn about different crops, soil, and how to use farming equipment."
6. **Chef:** "I would like to become a chef because I love cooking and trying out new recipes. One reason for this is that I enjoy making delicious food that makes people happy. For this, I would need to learn different cooking techniques and how to manage a kitchen."
7. **Dancer:** "To become a dancer has been a childhood dream. This is so because I love expressing myself through movement and music. In order to become one, I would have to practice various dance forms regularly and learn from a good dance teacher."
8. **Artist:** "I dream of working as an artist or a painter. This would involve using colors and brushes to create beautiful pictures and express my imagination. To do this, I would need to practice drawing and painting a lot, and learn different art styles."
9. **Doctor:** "I would like to become a doctor because I want to help people when they are sick or hurt. For this, I would have to first study Science subjects very carefully and work hard in school to understand how the human body works."

Let us write

You have read about the sacrifices made by the Armed Forces during war. However, the Armed Forces also play a key role during peace time. Write a letter to your friend sharing how the Armed Forces contribute their services during the times of natural calamities (floods, earthquakes, etc.), infrastructure development (building bridges in remote areas, etc.) and for welfare initiatives (medical camps, establishment of libraries, etc.)

Ans :

House number 44
Sector-C
Gurugram
Dear Yogita,
Hello dear friend! I hope you are doing well. I just read a chapter about our brave soldiers, and it made me think a lot about them.

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Did you know that our Armed Forces do much more than protect us during war? Yes, it's amazing! They also help us a lot during peacetime:

- During natural disasters like floods and earthquakes, they quickly come to save people who are trapped and provide help to those who are injured or have lost their homes.
- For building things in our country, especially bridges in remote, difficult areas, they play a key role. They make sure these projects are built safely and smoothly.
- They also do many good deeds for people, like setting up medical camps for health help and even starting libraries for learning.

So, our soldiers not only guard our borders but also help build our country and save lives during disasters. After learning this, I feel so amazed by all the Armed Forces do for us! I really want to find out more about their service. What do you think?

Yours truly,
Neha

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Let us explore

I. Every branch of the Armed Forces has a motto. Read the mottos given below.

1.	Indian Army	Sevā Paramo Dharmaḥ (Service Before Self)
2.	Indian Air Force	Nabhaḥ Spṛśaṁ Dīptam (Touch the Sky with Glory)
3.	Indian Navy	Sham No Varunah (Be Auspicious Unto Us Oh Varuna)

Ans :
Do it yourself.

II. India has many other Forces that serve the nation. For example, Central Reserve Police Force (CRPF).
Find out about such Forces and discuss with the teacher.

Ans :
Yes, India has several other forces apart from the Army, Navy, and Air Force that serve and protect the nation in various ways. Here are some of them:

1. **CRPF (Central Reserve Police Force)** – Maintains law and order, handles internal security, and assists in disaster relief.
2. **BSF (Border Security Force)** – Guards India's international borders and prevents cross-border crimes.
3. **CISF (Central Industrial Security Force)** – Provides security to important government installations, airports, metro systems, and public sector enterprises.
4. **ITBP (Indo-Tibetan Border Police)** – Protects the border along the India-China border and operates in high-altitude areas.
5. **SSB (Sashastra Seema Bal)** – Guards India's borders with Nepal and Bhutan and prevents smuggling and trafficking.
6. **NSG (National Security Guard)** – Also known as Black Cats, this elite force handles counter-terrorism and hostage rescue operations.
7. **Assam Rifles** – One of the oldest paramilitary forces, mainly responsible for maintaining peace in the Northeast region.
8. **Coast Guard** – Protects India's maritime interests and conducts search and rescue operations at sea.

These forces play crucial roles in keeping India safe and functioning smoothly.

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III. Create a collage capturing the lives and stories of people that inspire us. In groups of four, prepare a collage on a chart paper on any such person and present it in the class.

Ans :
Do it yourself.

IV. Many women have joined the Armed Forces and are serving the nation. Have a discussion in the class with examples.

Ans :

"Good morning, everyone!

For this discussion, it's really inspiring to talk about how women have joined our Armed Forces and are serving our nation.

It's amazing to see them in so many important roles now. For example:

1. We have women pilots in the Air Force who fly fighter jets and helicopters, protecting our skies.
2. There are also many women officers in the Army and Navy who show great courage and leadership in various fields.
3. A precise and powerful example showing their leadership is Operation Sindoor. The media briefing for this important counter-terror operation was actually led by two brave women officers: Wing Commander Vyomika Singh from the Indian Air Force and Colonel Sofiya Qureshi from the Indian Army.

This clearly demonstrates that women are taking crucial leadership roles in our defense, proving their capability and bravery in serving the nation!"

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. What is the main topic of Soumya's letter to Ananda?

(A) The significance of India's independence

(B) Soumya's school trip to the National War Memorial

(C) A discussion about their favorite foods

(D) A debate about war and peace

Ans : (B) Soumya's school trip to the National War Memorial

2. When was the National War Memorial inaugurated?

(A) 1947

(B) 2018

(C) 2019

(D) 1971

Ans : (C) 2019

3. Who inaugurated the National War Memorial?

(A) Prime Minister Indira Gandhi

(B) Prime Minister Jawaharlal Nehru

(C) Prime Minister Narendra Modi

(D) Prime Minister Manmohan Singh

Ans : (C) Narendra Modi

4. Where is the National War Memorial located?

(A) Mumbai

(B) Bengaluru

(C) New Delhi

(D) Kolkata

Ans : (C) New Delhi

5. What is the purpose of the National War Memorial according to Soumya's letter?

(A) To display ancient artifacts

(B) To honor fallen soldiers who served India

(C) To showcase India's cultural history

(D) To celebrate historical monuments

Ans : (B) To honor fallen soldiers who served India

6. How many tablets are present in the National War Memorial?

(A) 1,000

(B) 29,000

(C) 10,000

(D) 5,000

Ans : (B) 29,000

7. How many names of fallen soldiers are etched on the tablets at the National War Memorial?

(A) 10,000

(B) 50,000

(C) 26,000

(D) 100,000

Ans : (C) 26,000

8. What war is mentioned in relation to Major Somnath Sharma's sacrifice?

(A) Kargil War

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root words regard, consequence, mortal, and daunt respectively. Such word beginnings are called prefixes.

- dis-+regard
- im-+mortal
- in-+consequential
- un-+daunted

I. Match the prefixes with their meanings and the root words to create a new word in the table given below. An example has been done for you.

1. Prefixes	2. Meanings	3. Root Words	4. New Words
re-	badly, wrongly	questionable	
mal-	beyond, outside	activate	
un-	opposed to; against	define	
anti-	former	functioning	
extra-	lacking; not	service	Extraordinary
ex-	remove	ordinary	
de-	do again	social	

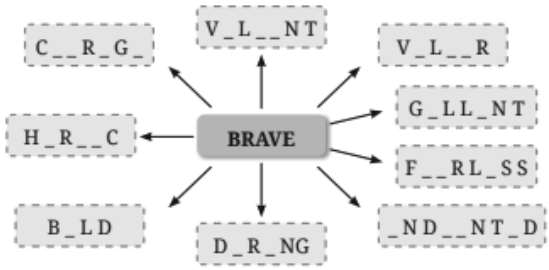
Ans :

1. Prefixes	2. Meanings	3. Root Words	4. New Words
re-	do again	define	redefine
mal-	lacking; not	functioning	malfunctioning
un-	opposed to; against	questionable	unquestionable
anti-	badly, wrongly	social	anti-social
extra-	beyond, outside	ordinary	extra ordinary
ex-	former	service	ex-service
de-	remove	activate	deactivate

1. Now, complete the paragraph by using the new words created in the table.
Soldiers undergo (i) **extraordinary** training to prepare for their challenging duties. They learn to (ii) _____ explosives and handle (iii) _____ equipment with precision. They stand as a powerful force against (iv) _____ elements, displaying (v) _____ bravery. (vi) _____ members often share their experiences to inspire new recruits. Their service can continually (vii) _____ the essence of commitment and sacrifice.

Ans :
Soldiers undergo (i) **extraordinary** training to prepare for their challenging duties. They learn to (ii) **deactivate** explosives and handle (iii) **malfunctioning** equipment with precision. They stand as a powerful force against (iv) **anti-social** elements, displaying (v) **unquestionable** bravery, (vi) **ex-service** men members often share their experiences to inspire new recruits. Their service can continually (vii) **redefine** the essence of commitment and sacrifice.

II. Find words associated with 'brave' by filling in the missing vowels in the boxes given below.



Ans :



III. Fill in the blanks with the correct opposite words of 'brave' from the box to complete the following sentences.

fear	cowardly	timid	afraid

1. Ajay's _____ refusal to stand up for his friend was disappointing to everyone.
2. The _____ child hid behind his mother, too scared to meet the new teacher.

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Ans : (B) The bravery of Lance Naik Albert Ekka

20. What hobby does Ananda share with Soumya in her letter?

(A) Photography

(B) Philately (stamp collecting)

(C) Reading books on history

(D) Painting

Ans : (B) Philately (stamp collecting)

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Fill in the Blanks

1. India had to fight several wars post-independence to protect its borders, territorial integrity, and its _____.
2. The National War Memorial was inaugurated by India's Prime Minister Shri Narendra Modi in February _____.
3. Each brick of the memorial is called a _____, and it bears the names of fallen soldiers.
4. The Amar Jawan Jyoti is an immortal flame kept ablaze all through the day and night to _____ the sacrifices of soldiers.
5. The circular concentric walls of honour in the Tyag Chakra symbolise the ancient war formation called _____.

Ans :

1. people, 2. 2019, 3. tablet, 4. revere, 5. Chakravyuh.

State Whether True or False

1. The National War Memorial is located near the Qutub Minar in New Delhi.
2. Major Somnath Sharma was posthumously awarded India's first Param Vir Chakra in 1947.
3. Lance Naik Albert Ekka silenced an enemy Light Machine Gun with complete disregard for his personal safety.
4. The old flame at India Gate was extinguished after the new flame was lit at the National War Memorial.
5. Each tree in the Raksha Chakra represents a single soldier who guards the nation's territorial integrity.

Ans :

1. False – The National War Memorial is located "near the iconic India Gate".
2. True – The text states, "Major Somnath Sharma was posthumously awarded India's first PVC in the Battle of Badgam in 1947."
3. True – Lance Naik Albert Ekka "With complete disregard to his personal safety, he charged the enemy bunker, bayoneted two enemy soldiers and silenced the Light Machine Gun."
4. False – The text states, "Later, the old flame at India Gate was also merged with the new flame at the National War Memorial."
5. False – The text states, "Each tree representing many soldiers who guard territorial integrity of the Nation round the clock."

Assertion and Reason Questions

1. Assertion (A): The National War Memorial was completed and inaugurated in the same year.

Reason (R): Its construction started in April 2018 and finished in February 2019.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.

Assertion A is true; the monument was completed in February 2019 and inaugurated in February 2019. Reason R is true and explains the timeline: "The construction of this monument started in April 2018 and was completed in February 2019".

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(B) Indo-Pak War of 1971
(C) Battle of Badgam in 1947
(D) Indo-China Conflict of 1962

Ans : (C) Battle of Badgam in 1947

9. What is the significance of the Amar Jawan Jyoti?
(A) It represents the flame of independence
(B) It symbolizes the eternal spirit of soldiers
(C) It is a tribute to ancient Indian warriors
(D) It represents modern Indian architecture

Ans : (B) It symbolizes the eternal spirit of soldiers

10. What does the Veerta Chakra at the National War Memorial represent?
(A) Circle of Sacrifice
(B) Circle of Immortality
(C) Circle of Bravery
(D) Circle of Protection

Ans : (C) Circle of Bravery

11. What medal was Major Somnath Sharma awarded posthumously?
(A) Param Vir Chakra
(B) Maha Vir Chakra
(C) Shaurya Chakra
(D) Kirti Chakra

Ans : (A) Param Vir Chakra

12. What war is associated with Lance Naik Albert Ekka's posthumous award of Param Vir Chakra?
(A) Indo-Pak War of 1965
(B) Kargil War
(C) India-China Conflict of 1962
(D) Indo-Pak War of 1971

Ans : (D) Indo-Pak War of 1971

13. What is the outermost circle of the National War Memorial called?
(A) Amar Chakra
(B) Raksha Chakra
(C) Veerta Chakra
(D) Tyag Chakra

Ans : (B) Raksha Chakra

14. How many Param Vir Chakra recipients were mentioned during the trip?
(A) 21
(B) 15
(C) 30
(D) 10

Ans : (A) 21

15. Who wrote a letter quoting the Bhagavad Gita before going into battle?
(A) Major Hoshiar Singh
(B) Captain Anuj Nayyar
(C) Major Padmapani Acharya
(D) Lance Naik Albert Ekka

Ans : (C) Major Padmapani Acharya

16. What year was the Amar Jawan Jyoti originally lit under the India Gate?
(A) 1947
(B) 1972
(C) 1965
(D) 2019

Ans : (B) 1972

17. What is the theme of the Tyag Chakra?
(A) Bravery
(B) Protection
(C) Sacrifice
(D) Leadership

Ans : (C) Sacrifice

18. What is Soumya planning to present in her school assembly?
(A) The story of Lance Naik Albert Ekka
(B) The history of the National War Memorial
(C) The story of Major Padmapani Acharya
(D) The architecture of the War Memorial

Ans : (C) The story of Major Padmapani Acharya

19. What inspires Soumya to join the army?
(A) The beauty of the war memorial
(B) The bravery of Lance Naik Albert Ekka
(C) The teachings of their teacher
(D) The desire to serve the country

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4. What is each brick of the memorial called?

Ans :
Each brick is called a tablet.

5. How many names of fallen soldiers are etched on the tablets?

Ans :
More than 26,000 names are etched.

6. Which is India's highest wartime gallantry medal?

Ans :
Param Vir Chakra (PVC) is the highest wartime gallantry medal.

7. Who was awarded India's first PVC?

Ans :
Major Somnath Sharma was awarded the first PVC.

8. What does Amar Jawan Jyoti commemorate?

Ans :
It commemorates our soldiers.

9. What is the outermost circle of the Memorial called?

Ans :
Outermost circle of the Memorial is called Raksha Chakra.

10. What does each tree in Raksha Chakra represent?

Ans :
Each tree represents many soldiers guarding territorial integrity.

Short Answer Type Questions

1. What is the meaning of "homage" as explained at the beginning of the chapter, and what is its purpose?

Ans :
Homage means "something that is said or done to show respect publicly for someone". Its purpose is to publicly honor individuals, such as brave soldiers, for their contributions and sacrifices.

2. What is the National War Memorial, and what does it honour?

Ans :
The National War Memorial is a monument in New Delhi honoring Indian soldiers who sacrificed their lives in various armed conflicts since independence. It features over 26,000 names inscribed on walls and an eternal flame, symbolizing the nation's gratitude and the immortal spirit of the fallen heroes.

3. When was the National War Memorial inaugurated, and what was its location in relation to a well-known landmark?

Ans :
The National War Memorial was inaugurated in February 2019 by India's Prime Minister. It is located "near the iconic India Gate".

4. What is the significance of each "tablet" at the National War Memorial, and what information does it bear?

Ans :
Each tablet is important because it "bears the names of soldiers who fought for India and made the supreme sacrifice in different wars from 1947 till date".

5. Name some of the specific historical conflicts for which fallen soldiers are commemorated at the Memorial.

Ans :
Fallen soldiers are commemorated for various conflicts, including the Indo-China conflict of 1962, the Indo-Pak Wars in 1965 & 1971, and the Kargil War in 1999.

6. What is the Param Vir Chakra, and who was the first brave soldier to be awarded this prestigious medal?

Ans :
The Param Vir Chakra (PVC) is "India's highest wartime gallantry medal". Major Somnath Sharma was "posthumously awarded India's first PVC".

7. What does the Amar Jawan Jyoti at the Memorial symbolize, and how is it maintained?

Ans :
The Amar Jawan Jyoti symbolizes "the immortality of the spirit of fallen soldiers". It

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is "kept ablaze all through the day and night to revere the sacrifices of our soldiers".

8. Describe the "Veerta Chakra," also known as the 'Circle of Bravery,' within the National War Memorial.

Ans :
The Veerta Chakra is a "covered gallery that exhibits six murals crafted in bronze". These murals "depicting valiant battle actions of our Armed Forces".

9. Explain the "Tyag Chakra," or 'Circle of Sacrifice,' and what its circular design signifies.

Ans :
The Tyag Chakra has "circular concentric walls of honour" covered with granite tablets, inscribed with names. Its design "symbolizes the ancient war formation, which is called Chakravyuh".

10. What is the purpose of the "Raksha Chakra" (Circle of Protection) with its distinctive row of trees?

Ans :
The Raksha Chakra's row of trees is "a reassurance to the citizens of the country about their safety against any threat". Each tree represents "many soldiers who guard territorial integrity".

11. What is the Amar Chakra at the National War Memorial?

Ans :
The Amar Chakra, or Circle of Immortality, at the National War Memorial is home to the eternal flame, symbolising that the spirits of fallen soldiers live on. It represents the everlasting legacy of their bravery and sacrifice, creating a solemn and respectful atmosphere at the memorial.

12. Who is Lance Naik Albert Ekka, and why does Soumya admire him?

Ans :
Lance Naik Albert Ekka was a soldier who fought bravely in the 1971 Indo-Pak War, continuing to battle despite serious injuries until he died. Soumya admires him for his courage and selflessness, inspired by his story to serve the nation, as his gallantry earned him the Param Vir Chakra.

13. What does Ananda recall about his visit to a war memorial in Chandigarh?

Ans :
Ananda recalls visiting a war memorial in Chandigarh's Bougainvillaea Garden, where people laid flowers to honour fallen soldiers. This visit reminds him of the Hindi poem Pushp ki Abhilasha by Makhanlal Chaturvedi, where a flower wishes to honour brave soldiers, deepening his respect for their sacrifices.

14. Who is Captain Anuj Nayyar, and how does Ananda learn about him?

Ans :
Captain Anuj Nayyar was a brave soldier in the Kargil War who was awarded the Maha Vir Chakra after his death. Ananda learns about him from an interview with Nayyar's mother, who wrote an emotional book about her son, expressing both her pain and pride in remembering him.

15. What profound personal impact did the visit to the National War Memorial have on the narrator, Soumya?

Ans :
Soumya stated the visit "filled me with pride for our nation" and "motivated me to live a life worthy of the sacrifices of our heroes". It was an "emotive experience".

Long Answer Type Questions

1. Describe the story of one war hero mentioned in Soumya's letter and its impact on her.

Ans :
Soumya is deeply inspired by Lance Naik Albert Ekka, a 1971 Indo-Pak War hero awarded the Param Vir Chakra. Despite severe injuries, Ekka fought with immense courage until his death. His bravery and selflessness profoundly move Soumya, igniting a strong desire to serve the nation. His sacrifice highlights soldiers' immense courage, strengthening her admiration and motivating her to honor their legacy through her actions and aspirations for national contribution.

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2. How does Soumya's visit to the National War Memorial deepen her understanding of soldiers' sacrifices?

Ans :
Soumya's visit to the National War Memorial deepens her understanding of soldiers' sacrifices by honoring over 26,000 fallen heroes from various wars. Learning names on 29,000 tablets and experiencing features like the eternal flame (Amar Chakra) and sacrifice walls (Tyag Chakra) evokes pride and emotion. Inspired by heroes like Lance Naik Albert Ekka, she vows to serve the nation, reinforcing the lesson: honor and remember those who gave their lives for freedom.

3. What are the symbolic features of the National War Memorial, and how do they contribute to its message?

Ans :
The National War Memorial's symbolic features powerfully convey sacrifice. The Amar Chakra's eternal flame signifies immortal spirits. Veerta Chakra's bronze murals depict heroic battles. Tyag Chakra's Chakravyuh-shaped walls list over 26,000 fallen soldiers' names. Raksha Chakra's trees represent protectors. These symbols, with wreaths and lights, create a solemn atmosphere, instilling pride and gratitude for India's freedom fighters, emphasizing remembrance and appreciation for their bravery.

4. How does the story of Lance Naik Albert Ekka inspire Soumya, and why is it significant to the lesson?

Ans :
Lance Naik Albert Ekka's story inspires Soumya through his immense bravery and selflessness in the 1971 war, for which he received the Param Vir Chakra. His continued fight despite severe injuries deeply moves her, sparking a desire to serve the nation. This is significant as it shows how learning about heroes cultivates patriotism and purpose in youth, fostering emotional connection to sacrifice and inspiring respect for those who protect India's freedom.

5. How does Ananda's response to Soumya's letter reflect his feelings about soldiers and his own aspirations?

Ans :
Ananda's reply reflects deep respect for soldiers and strong aspirations for the Armed Forces. Soumya's memorial description moves him, linking to his own war memorial visit and the poem Pushp ki Abhilasha. He's inspired by heroes like Captain Anuj Nayyar and plans a school collage and uses the app. His letter, filled with gratitude and patriotism, solidifies his dream of serving the nation, embodying the lesson's call to honor heroes.

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6. What lessons about gratitude and courage can we learn from the letter exchange between Soumya and Ananda?

Ans :
Soumya and Ananda's letters teach profound lessons on gratitude and courage. Soumya's memorial visit reveals sacrifices of 26,000+ soldiers, inspiring her by heroes like Albert Ekka. Ananda's response, recalling his own memorial visit and Pushp ki Abhilasha, shows deep appreciation. Both express desires to serve, demonstrating that remembering soldiers' bravery fosters purpose and encourages us to live with courage, honoring those who secured our nation's freedom.

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7. How does Soumya describe the National War Memorial and its symbolic sections?

Ans :
Soumya describes the National War Memorial as honoring 26,000+ soldiers from wars like 1962, 1965, 1971, and 1999. It features four symbolic sections: Amar Chakra (eternal flame), Veerta Chakra (bronze murals of battles), Tyag Chakra (walls with names), and Raksha Chakra (trees symbolizing protectors). She notes the wreaths, changing lights, and the mix of pride and sadness, emphasizing its powerful tribute to soldiers' sacrifices.

(ii) The class decided to make presentations on the stories of _____ of the bravehearts.

(iii) State whether the following statement is true or false:
The class worked as one large group to prepare the presentations.

(iv) Why was the writer delighted with the class's decision?

Ans :

(i) (d) To share their experience during the school assembly.

(ii) valour.

(iii) False (The extract states, "We divided ourselves into five groups".)

(iv) The writer was delighted because "all the students of our school will get to know about the National War Memorial and the soldiers it commemorates".

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12. Read the following extract and answer the questions that follow:

On 28 June 1999, Major Padmapani Acharya as a Company Commander, was assigned the formidable task of capturing an enemy position which was heavily fortified, strongly held and covered with mines and sweeping machine gun and artillery fire.

Success of the battalion and brigade operation hinged on the early capture of this position. However, the company attack almost faltered at the very beginning when the enemy's artillery fire came down squarely on the leading platoon, inflicting large number of casualties.

(i) Why was the early capture of the enemy position considered critical?
   (a) Because it had valuable resources.
   (b) Because the success of the battalion and brigade operation depended on it.
   (c) Because it was the last objective of the war.
   (d) Because it was an easy target to begin with.

(ii) The task was formidable because the enemy position was heavily fortified and covered with mines, machine gun, and _____ fire.

(iii) State whether the following statement is true or false:
The attack on the enemy position was easy and successful from the very beginning.

(iv) What caused the company's attack to nearly fail at the start?

Ans :

(i) (b) Because the success of the battalion and brigade operation depended on it.

(ii) artillery

(iii) False (The extract states, "the company attack almost faltered at the very beginning when the enemy's artillery fire came down squarely on the leading platoon, inflicting large number of casualties".)

(iv) The attack nearly failed because "the enemy's artillery fire came down squarely on the leading platoon, inflicting large number of casualties".

13. Read the following extract and answer the questions that follow:

Unmindful of the hail of bullets from the enemy's position, Major Padmapani Acharya crawled up to the enemy position and lobbed grenades. In this daring assault, Major Acharya was severely injured. Despite being seriously injured and unable to move, he ordered his men to leave him and charge at the enemy while he continued to fire at the enemy. The enemy position was finally over-run and the objective was captured.

(i) What did Major Acharya order his men to do after he was severely injured?
   (a) To carry him to safety.
   (b) To surrender their position.
   (c) To leave him and charge at the enemy.
   (d) To lob more grenades.

(ii) Major Acharya was _____ injured during the daring assault.

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4. Soumya cried when learning about the "devastation and loss of life caused by wars." If you could write one message on a peace poster, what would it say to prevent future wars?

Ans :

If I could write one message on a peace poster, it would say: "Understand Each Other, Not Fight Each Other: Choose Kindness." This message would remind people that differences can be solved by talking and listening, rather than through conflict. It would encourage empathy and peaceful solutions to avoid the sadness and loss that wars bring.

5. Imagine you are organizing a tribute event at your school. Describe the activities you would include and why.

Ans :

If I were organizing a special event at my school to honor brave people, I would first ask my friends to help me plan it. We would begin by having everyone stand quietly for a minute to show respect. Next, some students would read short stories or poems about brave people from our town, like kind police officers or doctors who help sick people. We would also draw pictures or write thank-you notes and put them up in the school hallway for everyone to see. At the end, we would plant some trees in our school garden. Each tree would be for a brave act. This way, we would remember their good deeds for a long, long time.

Extract Based Questions

1. Read the following extract and answer the questions that follow:

Do you remember our last conversation about war and the importance of peace? We talked about how India had to struggle for its Independence from the British for many centuries. Post-independence our country has had to fight several wars to protect its borders, territorial integrity, and its people. This made me wonder, who were these brave Indian people? They fought to protect our country and sacrificed their lives so that we could lead our lives in peace.

(i) According to the letter, for what reason has India fought several wars after its independence?

(a) To show its power.

(b) To protect its borders, integrity, and people.

(c) To expand its territory.

(d) To continue fighting the British.

(ii) The writer mentions that India had to struggle for many centuries to gain _____ from the British.

(iii) State whether the following statement is true or false:

The writer's letter states that India has been completely at peace and has not fought any wars since independence.

(iv) What question did the writer begin to wonder about regarding India's post-independence wars?

Ans :

(i) (b) To protect its borders, integrity, and people.

(ii) Independence

(iii) False (The text says, "Post-independence our country has had to fight several wars...")

(iv) The writer began to wonder, "who were these brave Indian people?" who fought and sacrificed their lives for the country.

2. Read the following extract and answer the questions that follow:

It's the 'National War Memorial'. Won't you say, a long-desired aspiration was fulfilled?

Our visit to the National War Memorial began with our teacher explaining that even after Independence, India has had to fight many wars to protect herself, and the freedom and security we enjoy today is because of the many brave men and women who have served in the Indian Armed Forces over decades.

(i) According to the teacher, the freedom and security enjoyed today is due to the service of whom?

(a) The Prime Minister

(b) The British government

(iii) False (The extract states that the obelisk "is surrounded by four Chakras")

(iv) The new Amar Jawan Jyoti is located "in the obelisk".

7. Read the following extract and answer the questions that follow:

You can see the obelisk surrounded by wreaths
that have been placed as a mark of respect. The
lighting design is planned in such a way that it
transforms the monument's landscape as sunlight
changes from dawn to dusk. It truly is a majestic
site that filled me with pride for our nation. I was
also overwhelmed by the interminable flame as a
metaphor for eternal stories of courage and valour. Our teacher also explained the significance of the Chakras to us. I found it interesting and hence I am sharing with you.

(i) What does the "interminable flame" serve as a metaphor for?
   (a) The changing sunlight
   (b) The wreaths placed on the monument
   (c) The pride for the nation
   (d) Eternal stories of courage and valour

(ii) Wreaths have been placed around the obelisk as a mark of _____.

(iii) State whether the following statement is true or false:
The monument's lighting is static and does not change throughout the day.

(iv) How did the majestic site make the writer feel?

Ans :

(i) (d) Eternal stories of courage and valour

(ii) respect

(iii) False (The extract states that the lighting design "transforms the monument's landscape as sunlight changes from dawn to dusk")

(iv) It "filled me with pride for our nation".

8. Read the following extract and answer the questions that follow:

The National War Memorial consists of four concentric circles, which are known as Amar Chakra, Veerta Chakra, Tyag Chakra, and Raksha Chakra around a 15-metre-tall central obelisk with the eternal flame—the Amar Jawan Jyoti. It also houses bronze and stone murals and graphic panels. Isn't it amazing!

The innermost circle represents the Amar Chakra, also known as the 'Circle of Immortality'. This has the Obelisk with Eternal Flame. The Amar Jawan Jyoti flame symbolises the immortality of the spirit of fallen soldiers with the assurance that the nation will never forget their sacrifice.

(i) What is the innermost circle of the National War Memorial called?
   (a) Veerta Chakra
   (b) Tyag Chakra
   (c) Amar Chakra
   (d) Raksha Chakra

(ii) The Amar Jawan Jyoti flame is a symbol of the _____ of the spirit of fallen soldiers.

(iii) State whether the following statement is true or false:
The National War Memorial consists only of the four circles and the central obelisk.

(iv) What does the Amar Jawan Jyoti flame assure the nation?

Ans :

(i) (c) Amar Chakra

(ii) immortality

(iii) False (The extract states, "It also houses bronze and stone murals and graphic panels".)

(iv) It gives the assurance "that the nation will never forget their sacrifice".

9. Read the following extract and answer the questions that follow:

The second circle is called the Veerta Chakra, which is also known as the 'Circle of Bravery'. There is a covered gallery that exhibits six murals crafted in bronze, depicting valiant battle actions of our Armed Forces.

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(ii) Even after being seriously _____, he continued to fight with undaunted courage.

(iii) State whether the following statement is true or false:
After silencing the Light Machine Gun, Lance Naik Albert Ekka stopped fighting because of his injuries.

(iv) What actions did Lance Naik Albert Ekka take to silence the enemy Light Machine Gun?

Ans :

(i) (c) He charged the enemy bunker.

(ii) wounded

(iii) False (The text states, "Though seriously wounded in this encounter, he continued to fight alongside his comrades...")

(iv) He charged the enemy bunker, bayoneted two enemy soldiers, and silenced the Light Machine Gun.

5. Read the following extract and answer the questions that follow:

As we continued our visit around the National War Memorial, we came across another important installation called Amar Jawan Jyoti that commemorates our soldiers. The name, as you may have guessed, represents an immortal flame that is kept ablaze all through the day and night to revere the sacrifices of our soldiers. Earlier the Amar Jawan Jyoti, which also displayed a rifle and a helmet, was alighted under the arch of India Gate in January 1972 to commemorate India's victory in the India-Pakistan War of 1971.

(i) What was the original reason for lighting the Amar Jawan Jyoti at India Gate?
   (a) To celebrate the construction of the National War Memorial.
   (b) To commemorate India's victory in the India-Pakistan War of 1971.
   (c) To mark India's Independence Day.
   (d) To honour soldiers from the First World War.

(ii) The Amar Jawan Jyoti represents an _____ flame that is kept ablaze day and night.

(iii) State whether the following statement is true or false:
The Amar Jawan Jyoti was first lit at the National War Memorial.

(iv) What two objects were displayed with the flame at the earlier Amar Jawan Jyoti?

Ans :

(i) (b) To commemorate India's victory in the India-Pakistan War of 1971.

(ii) immortal.

(iii) False (The extract states, "Earlier the Amar Jawan Jyoti... was alighted under the arch of India Gate")

(iv) The earlier Amar Jawan Jyoti "also displayed a rifle and a helmet".

6. Read the following extract and answer the questions that follow:

The National War Memorial now includes Amar Jawan Jyoti in the obelisk, which is surrounded by four Chakras. During the inauguration, the Prime Minister lit a new flame to commemorate the fallen heroes. Later, the old flame at India Gate was also merged with the new flame at the National War Memorial. Here is a picture of the new Amar Jawan Jyoti if you haven't seen it.

(i) What happened to the old Amar Jawan Jyoti flame from India Gate?
   (a) It was extinguished.
   (b) It was merged with the new flame.
   (c) It was kept burning at India Gate.
   (d) It was moved to a museum.

(ii) During the inauguration, the _____ lit a new flame to commemorate the fallen heroes.

(iii) State whether the following statement is true or false:
The obelisk with the new Amar Jawan Jyoti stands by itself.

(iv) Where is the new Amar Jawan Jyoti located within the National War Memorial?

Ans :

(i) (b) It was merged with the new flame.

(ii) Prime Minister

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(c) The students on the trip
(d) Brave men and women of the Indian Armed Forces

(ii) The monument that fulfilled a "long-desired aspiration" is called the National _____ Memorial.

(iii) State whether the following statement is true or false:
The teacher explained that India has not had to fight any wars since its Independence.

(iv) What did the teacher explain about the role of the Indian Armed Forces post-independence?

Ans :

(i) (d) Brave men and women of the Indian Armed Forces

(ii) War

(iii) False (The teacher explained that "even after Independence, India has had to fight many wars to protect herself".)

(iv) The teacher explained that post-independence, the Indian Armed Forces have fought many wars to protect the country, and it is because of their service over decades that we enjoy freedom and security.

3. Read the following extract and answer the questions that follow:

We learnt that each brick of the memorial is called a tablet, and it bears the names of soldiers who fought for India and made the supreme sacrifice in different wars from 1947 till date, including the Indo-China conflict of 1962, the IndoPak Wars in 1965 & 1971 and the Kargil War in 1999. There are 29,000 tablets on which more than 26,000 names of fallen soldiers have been etched.

It was heartening to know that our government has recognised the sacrifice of brave soldiers. Our teacher told us about the 21 bravehearts who were awarded the Param Vir Chakra (PVC), India's highest wartime gallantry medal, for their service to the nation.

(i) What is India's highest wartime gallantry medal mentioned in the extract?
(a) Vir Chakra
(b) Maha Vir Chakra
(c) Param Vir Chakra
(d) Shaurya Chakra

(ii) The names of the fallen soldiers have been _____ on the granite tablets.

(iii) State whether the following statement is true or false:
The bricks of the memorial are blank and do not have any names on them.

(iv) What information is borne on each tablet of the memorial?

Ans :

(i) (c) Param Vir Chakra

(ii) etched

(iii) False (The extract states that each tablet "bears the names of soldiers who fought for India and made the supreme sacrifice...")

(iv) Each tablet bears the name of a soldier who fought for India and made the supreme sacrifice in wars from 1947 to the present day.

4. Read the following extract and answer the questions that follow:

Lance Naik Albert Ekka noticed an enemy Light Machine Gun inflicting heavy casualties on his company. With complete disregard to his personal safety, he charged the enemy bunker, bayoneted two enemy soldiers and silenced the Light Machine Gun. Though seriously wounded in this encounter, he continued to fight alongside his comrades through the mile deep objective, clearing bunker after bunker with undaunted courage.

(i) What did Lance Naik Albert Ekka do with "complete disregard to his personal safety"?
(a) He surrendered to the enemy.
(b) He waited for reinforcements.
(c) He charged the enemy bunker.
(d) He ran away from the battle.

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The third circle represents the Tyag Chakra, also known as the 'Circle of Sacrifice'. The circular concentric walls of honour symbolise the ancient war formation, which is called Chakravyuh. The walls are covered with granite tablets and a individual tablet is solely dedicated to each fallen hero of post- Independent India. Their names are etched in golden letters.

(i) What do the circular walls of the Tyag Chakra symbolise?
  (a) The circle of life
  (b) The national flag
  (c) The ancient war formation called Chakravyuh
  (d) The shape of a medal

(ii) The Veerta Chakra exhibits six murals crafted in _____, depicting valiant battle actions.

(iii) State whether the following statement is true or false:
The names of the fallen heroes are painted in black on the granite tablets.

(iv) What is displayed in the covered gallery of the Veerta Chakra?

Ans :

(i) (c) The ancient war formation called Chakravyuh

(ii) bronze

(iii) False (The extract states, "Their names are etched in golden letters".)

(iv) The gallery exhibits "six murals crafted in bronze, depicting valiant battle actions of our Armed Forces".

10. Read the following extract and answer the questions that follow:

We spent the whole day, from morning to evening, at the National War Memorial and the surrounding areas, marked by majestic lawns and grand buildings of Kartavyapath. We were immersed in the ambience that was solemn and a reminder of what a free nation could achieve. The overall environment created an emotive experience that was visually inspiring. I felt as if I had developed a bond with the place.

(i) The ambience of the memorial was described as...
  (a) noisy and crowded.
  (b) solemn and a reminder of achievement.
  (c) sad and disappointing.
  (d) plain and uninspiring.

(ii) Complete the sentence: The writer felt as if they had developed a _____ with the place.

(iii) State whether the following statement is true or false:
The writer only spent a few minutes visiting the National War Memorial.

(iv) What were the areas surrounding the National War Memorial marked by?

Ans :

(i) (b) solemn and a reminder of achievement.

(ii) bond.

(iii) False (The extract states, "We spent the whole day, from morning to evening, at the National War Memorial".)

(iv) The surrounding areas were "marked by majestic lawns and grand buildings of Kartavyapath".

11. Read the following extract and answer the questions that follow:

After our visit, the class decided to make presentations on stories of valour of the bravehearts we came across at the National War Memorial. We divided ourselves into five groups. We decided to make presentations depicting the courageous stories of the soldiers. Our teacher has also advised us to share our experience during the school assembly. I am delighted that all the students of our school will get to know about the National War Memorial and the soldiers it commemorates.

(i) What did the teacher advise the class to do?
  (a) To visit the memorial again.
  (b) To make presentations in five groups.
  (c) To write a report on their visit.
  (d) To share their experience during the school assembly.

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8. Explain how Ananda's response shows his inspiration and gratitude for soldiers.

Ans :
Ananda's response shows deep inspiration and gratitude, praising Soumya's memorial description as a tribute to soldiers' sacrifices. He's moved by heroes like Captain Anuj Nayyar, empathizing with his mother's pride and pain, which fuels his dream of joining the Armed Forces. His war memorial visit and reference to Pushp ki Abhilasha reflect emotional connection. Planning a school collage and using the memorial app further demonstrate his commitment to honoring their legacy.

9. What is the moral of the lesson, and how do Soumya and Ananda's actions reflect it?

Ans :
The moral is to honor soldiers' sacrifices and live respectfully. Soumya reflects this by visiting the National War Memorial, learning about heroes like Albert Ekka, and aspiring to serve. Ananda embodies it by expressing gratitude for soldiers' sacrifices, inspired by Captain Anuj Nayyar, and planning a school collage. Their actions—visiting memorials, sharing stories, and aspiring to serve—demonstrate commitment to remembering those who secured India's freedom.

10. Discuss how the lesson uses the letters to teach about respecting soldiers' sacrifices.

Ans :
The letters teach respect for soldiers' sacrifices by blending personal reflection, vivid descriptions, and inspiring stories. Soumya's letter details the National War Memorial and heroes like Albert Ekka, evoking awe and gratitude. Her desire to serve models respect. Ananda's response deepens this, expressing gratitude for Captain Anuj Nayyar and reflecting on broader sacrifice. Through their personal exchanges and shared commitment to honoring heroes, the narrative encourages readers to learn, remember, and live purposefully.

Competency Based Questions

1. Soumya visited the National War Memorial and felt deep pride. Imagine you are visiting this memorial. What one part would make you feel most proud, and why?

Ans :
If I visited the National War Memorial, the Amar Jawan Jyoti, the "immortal flame", would make me most proud. It constantly burns to honor soldiers who died for India. This never-ending light symbolizes their bravery and sacrifice, showing that our nation will never forget their courage and what they gave for our freedom.

2. The National War Memorial has names of over 26,000 fallen soldiers. Write a short paragraph about why it's important for a nation to remember its heroes like this.

Ans :
It's important for a nation to remember its heroes because their sacrifices protect our freedom and safety. Seeing their names reminds us of the great cost of peace. Remembering them teaches future generations about courage, patriotism, and the value of serving the country. This helps us appreciate our peaceful lives and honors those who gave everything.

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3. Lance Naik Albert Ekka, despite being wounded, kept fighting bravely. Imagine you are in a team game. How would his bravery inspire you to keep trying even if your team is losing badly?

Ans :
If my team was losing badly, Lance Naik Albert Ekka's bravery would inspire me to never give up. He fought even when seriously wounded, showing immense dedication. I would remember his courage and continue to play my best, even if we were losing badly. I would encourage my teammates, just as he inspired his comrades, to keep fighting until the very end.

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(iii) State whether the following statement is true or false:
After being injured, Major Acharya stopped fighting to wait for medical help.

(iv) What was the final outcome of the assault?

Ans :

(i) (c) To leave him and charge at the enemy.

(ii) severely

(iii) False (The extract states that despite being seriously injured, "he continued to fire at the enemy".)

(iv) The final outcome was that "The enemy position was finally over-run and the objective was captured".

14. Read the following extract and answer the questions that follow:

I was happy to hear that you got an opportunity to visit the National War Memorial. I have heard a lot about it. Some people might see a war memorial as just a monument, statue, an edifice to celebrate our war heroes or victory and commemorate those who lost their lives or got injured in the war. In my view, it is also an expression of deep gratitude for the supreme sacrifice made by our brave soldiers defending the sovereignty and integrity of the country. I feel motivated and I am seriously thinking of joining the Armed Forces to serve my motherland.

(i) In the writer's personal view, a war memorial is an expression of what?
(a) A celebration of victory
(b) A monument to the injured
(c) Deep gratitude for soldiers' sacrifice
(d) A place to remember war heroes

(ii) The writer feels motivated and is seriously thinking of joining the _____ to serve the motherland.

(iii) State whether the following statement is true or false:
The writer had no knowledge of the National War Memorial before receiving the letter.

(iv) According to the writer, what were the soldiers defending when they made their supreme sacrifice?

Ans :

(i) (c) Deep gratitude for soldiers' sacrifice

(ii) Armed Forces

(iii) False (The writer states, "I have heard a lot about it".)

(iv) They were "defending the sovereignty and integrity of the country".

15. Read the following extract and answer the questions that follow:

Your letter has reminded me of a time when we visited the war memorial in our city. While visiting one of Chandigarh's gardens, we saw a lot of activity around the Bougainvillea Garden in Sector 3. As we approached the garden, we saw people offering flowers and prayers. We joined the group out of curiosity and quickly realised that they were all there to pay respect to the soldiers at the War Memorial located in the heart of the garden.

(i) Where was the War Memorial that the writer visited located?
(a) At the entrance to the city.
(b) In a large stadium.
(c) In the heart of the Bougainvillea Garden.
(d) Next to a government office.

(ii) The writer and their companions joined the group of people out of _____.

(iii) State whether the following statement is true or false:
The people in the garden were gathered for a festival celebration.

(iv) What were the people in the garden doing at the War Memorial?

Ans :

(i) (c) In the heart of the Bougainvillea Garden.

(ii) curiosity

(iii) False (The extract states that "they were all there to pay respect to the soldiers at the War Memorial" by "offering flowers and prayers".)

(iv) The people were there "to pay respect to the soldiers at the War Memorial".

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Let us listen

I. **Think and complete** the poem titled 'A Soldier's Pride', given below. (Transcript for the teacher on NCERT Page 224)

In fields so vast, our soldiers stand,
With hearts so brave, and firm 1. _____,
They guard our land both night and 2. _____,
To keep our fears and foes at bay.
With every dawn and setting 3. _____,
Their duty calls, it must be done,
Through 4. _____ skies and blazing heat,
They 5. _____ along with steady feet.
For love of land, they 6. _____ and strive,
To keep our hopes and 7. _____ alive,
With pride and honour, they defend,
Our beloved India, till the very 8. _____.

Ans :
1. command, 2. day, 3. sun, 4. stormy, 5. march, 6. fight, 7. dreams, 8. end.

II. Now, listen to the poem and correct your answers wherever required.

Ans :
Do it yourself.

Let us speak

1. Work in pairs and practise reciting the poem 'My Dear Soldiers'. Pause briefly at (/) and emphasise the highlighted words.

My/Dear/Soldiers/by A.P.J. Abdul Kalam
(pause and count 1-2-3 silently before reciting the poem)
Oh! Defenders/of borders/
You are **great sons**/of my land/
When we are all/**asleep**/
You still hold on/to your **deed**/
Windy season/or **snowy days**/
Or **scorching sun's**/sweltering **rays**/
You are there/**guarding** all the time/**awake**/
Treading the **lonely expanses**/as **yogis**/
Climbing the heights/or **striding** the valleys/
Defending the **deserts**/or guarding the **marshes**/
Surveillance in seas/and by securing the **air**/
Prime of your **youth**/given to the **nation**!!/
Wind chimes of my land/**vibrate your feat**/
We **pray for you**/brave men!!/
May the **Lord** bless you all!!/

Ans :
Do it yourself.

2. Now, recite aloud in groups of 8–10.

> **Remember—**
> - Use volume to add emotion to the poem. For instance, speak more softly for lines that express tenderness or solemnity and louder for lines that convey strength or pride.
> - Maintain a steady pace. Don't rush through the lines.
> - Use appropriate facial expressions to boost the meaning of the poem. Stand tall with a confident posture to reflect the pride and strength of the soldiers.

Ans :
Do it yourself.

Let us write

I. An **acrostic poem** is the one in which the first letter of each line spells out a word, name or phrase when read vertically. Read the example given below and compose your own acrostic poem.

Proud of motherland	**S**_____
Always alert I stand	**O**_____
Time, my concern never	**L**_____
Respect to her, forever	**D**_____
In worse times or better	**I**_____
Our love has no end	**E**_____
To me, my country is my friend.	**R**_____

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Ans :
Here is an acrostic poem for the word "SOLDIER":
Sacrificing for our nation's peace,
Outstanding courage they always increase.
Loyal hearts guarding day and night,
Defending our freedom with all their might.
In every challenge, they stand so tall,
Every day, they answer duty's call.
Respect and gratitude, we owe them all.

CHAPTER 14

MY DEAR SOLDIERS

1. INTRODUCTION

"My Dear Soldiers" is a powerful poem by Dr. A.P.J. Abdul Kalam, dedicated to the unwavering commitment of our armed forces. It highlights the challenging conditions soldiers face, whether it's scorching heat, snowy days, or lonely expanses, as they tirelessly guard the nation's land, sea, and air. This poem expresses deep gratitude for their selfless service, reminding us that their sacrifices ensure our freedom and peace. It's a call to appreciate these bravehearts who dedicate their youth to the nation.

2. SUMMARY

This poem, written by A.P.J. Abdul Kalam, is a tribute to the brave soldiers of India. It celebrates their hard work and sacrifices in protecting the country. The poet calls them "great sons of my land".

The poem highlights how soldiers are always "guarding all the time awake" even when everyone else is asleep. They face very difficult weather conditions, whether it's the "Windy season or snowy days" or "scorching sun's sweltering rays".

Soldiers carry out their duties across many different types of land. They are "Treading the lonely expanses as yogis," and also "Climbing the heights or striding the valleys". They defend "the deserts or guarding the marshes," and perform "Surveillance in seas and by securing the air". This means they protect the nation everywhere.

The poem emphasizes the great sacrifice they make by giving the "Prime of your youth given to the nation!!". The poet uses a beautiful image, saying that "Wind chimes of my land vibrate your feat", which means the whole country recognizes and honors their brave deeds.

The poem ends with a prayer for the soldiers, asking for blessings for these "brave men". It shows deep respect and gratitude for their selfless service.

3. EXPLANATION

Stanza 1

Oh! Defenders of borders
You are great sons of my land
When we are all asleep
You still hold on to your deed
Windy season or snowy days
Or scorching sun's sweltering rays
You are there guarding all the time awake

Word Meaning :

1. Defenders : people who protect something or someone.
2. Borders : the lines separating two countries.
3. Sons : (here) a term used to refer to all soldiers (men and women) serving the nation.
4. Asleep : in a state of sleep.
5. Deed : an action or a feat.
6. Windy season : a period of the year with a lot of wind.
7. Snowy days : days when it snows.
8. Scorching : very hot.
9. Sweltering rays : intensely hot rays (from the sun).

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10. Guarding : protecting.
11. Awake : not asleep.

Explanation :
The poet calls the soldiers of our country 'defenders' because they defend our country at the borders so that we, the citizens, can sleep peacefully at night. While we are sleeping, the soldiers work hard to make sure no one can disturb our sleep. With this, they sacrifice their sleep so they can successfully defend and protect their country. The soldiers have to endure extreme conditions like strong winds, snow storms and uncomfortably hot weathers. The soldiers have to be awake and alert at all times. They are always on guard and alert.

Stanza 2

Treading the lonely expanses as yogis
Climbing the heights or striding the valleys
Defending the deserts or guarding the marshes
Surveillance in seas and by securing the air

Word Meaning :

1. Treading : walking on or over.
2. Lonely : (here) isolated or unfrequented.
3. Expanses : wide, open areas.
4. Yogis : (here) people who practice yoga, often associated with solitude and discipline.
5. Climbing : going up.
6. Heights : high places, such as mountains.
7. Striding : walking with long, decisive steps.
8. Valleys : low areas between hills or mountains.
9. Defending : protecting from attack.
10. Deserts : dry, barren areas of land.
11. Marshes : areas of low-lying wet land.
12. Surveillance : close observation, especially of a suspected spy or criminal.
13. Seas : large areas of saltwater.
14. Securing : protecting from threat.

Explanation :
The poet compares the soldiers to Yogis. They are as dedicated to their task as yogis who are spiritual and dedicated to yoga. The soldiers have to climb mountains, cover places like valleys and marshes, and even desert areas. They have to make sure no one invades their country not just through land, but also through air and water, via the Airforce and the Navy armies. Therefore, complete surveillance is maintained by the youthful soldiers to ensure the safety of the civilians.

Stanza 3

Prime of your youth given to the nation!!
Wind chimes of my land vibrate your feat
We pray for you brave men!!
May the Lord bless you all!!

Word Meaning :

1. Prime of your youth : the best period of your young life.
2. Given : (here) sacrificed or dedicated.
3. Nation : a large body of people united by common descent, history, culture, or language, inhabiting a particular country or territory.
4. Wind chimes : decorative arrangements of small pieces of metal, glass, or similar material, hung up so as to chime when blown by the wind.
5. Vibrate : to move or make something move quickly and continuously.
6. Feat : an achievement that requires great courage, skill, or strength.
7. Pray : to make a solemn request or give thanks to a deity or god.
8. Brave men : courageous soldiers.
9. Lord : god.
10. Bless : to consecrate or sanctify.

Explanation :
These soldiers are young men, they have devoted their youth for such a noble duty. Knowing they are constantly in the face of danger they still devoted their prime age to the nation. The poet believes that not only the citizens but the universe itself celebrates the victories of our brave soldiers. When the wind that flows following their victory strikes

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the wind chimes, it produces a musical sound in celebration of the soldiers' efforts. The poet and the grateful citizens of the country pray for the safety and the undying service of the soldiers and pass their blessings to the soldiers.

4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Look around and identify the people who contribute to your life selflessly with a risk to their own lives. Share your answers with your classmates and the teacher.

Ans :

In our daily lives, we see many brave people who risk their lives for us. Some of them are:

1. **Soldiers/Armed Forces:** They protect our country's borders and keep us safe from enemies.
2. **Police officers:** They keep our cities safe and protect us from crime.
3. **Firefighters:** They bravely go into burning buildings to save people and put out fires.
4. **Doctors and nurses:** Especially during tough times like pandemics or accidents, they risk their own health to treat and save lives.

II. Work in pairs. Discuss at least three questions that you would like to ask the people identified in I.

Ans :

If we worked in pairs, here are three questions we would love to ask these brave people:

1. "What inspired you to choose a job that involves so much risk?"
2. "How do you stay calm and brave when you are facing a dangerous situation?"
3. "What is the most rewarding part of your job, that makes you feel it's all worth it?"

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Let us discuss

I. Complete the summary with an exact word from the poem. An example has been done for you. Share your answers with your classmates and the teacher.

The poem is a tribute to the soldiers of the 1. **land** who defend the 2. _____ of their country. It highlights their untiring commitment and sacrifices as they guard the nation. The soldiers remain vigilant and dedicated, whether it's windy, snowy, or 3. _____ hot. They walk on 4. _____ stretches of land like the yogis. Their duty takes them to different terrains, including mountains, valleys, 5. _____, and marshes. The poet acknowledges that they have given a major part of their 6. _____ to protect the nation. The poet says the wind chimes show their respect to the soldiers' 7. _____. The poet concludes with prayers for their well-being and blessings.

Ans :

2. borders, 3. scorching, 4. lonely, 5. deserts, 6. youth, 7. feat.

II. Select the correct option for the following questions.

1. The theme of the poem is _____.

A. patriotism and sacrifice
B. heroism and awareness
C. nature and hardship
D. seasons and terrains

Ans :

A. patriotism and sacrifice

2. The tone of the poem is _____.

(i) admiring
(ii) sad
(iii) respectful
(iv) grateful
(v) prayerful

A. Only (v)
B. (i) and (iii)
C. (ii), (iii) and (v)
D. (i), (iii), (iv) and (v)

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16. Read the following extract and answer the questions that follow:

Very recently, I read in the newspaper that Captain Anuj Nayyar, MVC, an Indian Army officer of the 17 Jat regiment was posthumously awarded the Maha Vir Chakra, India's second highest gallantry award, for exemplary valour during the Kargil War in 1999. I look forward to learning more about him. Meanwhile, I learnt that his mother Meena Nayyar has written a memoir titled Tiger of Drass– Capt. Anuj Nayyar – 23 – Kargil Hero, which I shall certainly go through. I am sharing with you an excerpt of her interview with IANS.

(i) For his valour in which war was Captain Anuj Nayyar awarded the Maha Vir Chakra?
  (a) The 1971 Indo-Pak War
  (b) The 1965 Indo-Pak War
  (c) The Kargil War in 1999
  (d) The 1962 Indo-China Conflict

(ii) The memoir written by Captain Nayyar's mother is titled _____ of Drass...

(iii) State whether the following statement is true or false:
Captain Anuj Nayyar received the Maha Vir Chakra in person for his bravery.

(iv) Who wrote the memoir about Captain Anuj Nayyar's life?

Ans :

(i) (c) The Kargil War in 1999

(ii) Tiger

(iii) False (The extract states he was "posthumously awarded" the Maha Vir Chakra, which means he received it after his death.)

(iv) His mother, Meena Nayyar, wrote the memoir about him.

17. Read the following extract and answer the questions that follow:

Next week, I am going to share this idea with my classmates and my teacher. I think it would be great to create a collage capturing the lives and stories of people that can inspire us each day.

I know that we can email each other. I really like to receive letters from you, not just because of the ideas that you share but also because the envelope of your letters often comes with beautiful stamps, which make me happy. I don't know if I ever shared it before, but collecting stamps is one of my favourite hobbies. I've been doing it for years. But I learnt recently that the act of collecting stamps is called 'philately'. This time I received a stamp that celebrates India's independence, a theme related to your letter.

(i) What hobby does the writer reveal in this part of the letter?
  (a) Creating collages
  (b) Writing letters
  (c) Collecting stamps
  (d) Studying history

(ii) The writer recently learned that the act of collecting stamps is called '_____'.

(iii) State whether the following statement is true or false:
The writer likes receiving letters only for the ideas shared in them.

(iv) What theme did the stamp that the writer received celebrate?

Ans :

(i) (c) Collecting stamps

(ii) philately

(iii) False (The writer states, "I really like to receive letters from you, not just because of the ideas that you share but also because the envelope of your letters often comes with beautiful stamps".)

(iv) The stamp "celebrates India's independence".

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the marshes", which highlights their wide-ranging duties across diverse terrains, all for the nation.

3. How does the poet highlight the commitment of the soldiers? Provide examples from the poem to support your answer.

Ans :

The poet highlights the commitment of the soldiers by showing their continuous dedication despite challenges. For instance, the poem states, "When we are all asleep/ You still hold on to your deed", meaning they are always on duty even when others rest. It also mentions them "guarding all the time awake" through "Windy season or snowy days /Or scorching sun's sweltering rays", showing their unwavering vigilance in harsh conditions.

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4. What is the significance of the line 'Prime of your youth given to the nation!!' with reference to sacrifice and service?

Ans :

The line 'Prime of your youth given to the nation!!' is very significant. It tells us that soldiers dedicate the best and most energetic years of their lives to serving the country. This highlights their immense sacrifice, as they give up personal opportunities, dreams, and sometimes even their lives, all for the safety and freedom of the nation.

5. The poem ends with a prayer for the soldiers' well-being and blessings. Why is it important for each one of us to pray for the wellbeing of soldiers?

Ans :

It is important for each one of us to pray for the well-being of soldiers because they tirelessly protect our nation and face constant dangers and harsh conditions. Our prayers show our gratitude and support for their selfless service. It also reminds us of their sacrifices, letting them know that the country cares for and remembers them, which can give them strength and morale.

Let us learn

I. The poem mentions a few terrains (physical features of land)—valleys, deserts, and marshes. Identify the terrains from the box given below. There are two that you do not need.

ghats river plateau delta bay peninsula mountains

Ans :

Terrains mentioned in the box are:

1. ghats
2. delta
3. plateau
4. peninsula
5. mountains.

II. Study the following phrases from the poem.

- treading the lonely expanses
- climbing the heights
- scorching sun

Such phrases are word pairs that come together in combinations and are called **collocations**.

Collocations are specific word pairings in English. They refer to the way certain words frequently appear together with others.

Fill in the blanks by choosing the words given in the brackets that collocate appropriately.

1. The hikers reached the _____ (summit/peak) of the mountain after several days of trekking through challenging conditions.
2. The _____ (empty/barren) landscape of the desert made it nearly impossible to find any water sources.
3. In the rainforest, the _____ (heavy/dense) forest provides a habitat for a diverse range of wildlife.
4. Chitra is a very _____ (heroic/adventurous) person and enjoys mountain climbing.
5. I'll try to get back in time, but I'm not _____ (doing/making) any promises.

Ans :

1. summit, 2. barren, 3. dense, 4. adventurous, 5. making.

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Ans :
D. (i), (iii), (iv) and (v)

III. Complete the following sentences by explaining why the poet has used the following poetic devices.

1. Imagery because _____.
2. Simile because the soldiers are likened to _____.
3. Metaphor because the poet uses wind chimes _____.
4. Repetition of the words 'you' and 'we' because _____.
5. Alliteration such as 'season or snowy' and _____ to create _____.

Ans :

1. the poet paints vivid pictures of the soldiers' hardships and dedication through descriptive language.
2. yogis, emphasising their discipline and endurance.
3. as a symbol of the nation's gratitude and recognition of the soldiers' achievements.
4. it emphasises the contrast between the soldiers' sacrifices and the civilians' peaceful lives.
5. 'scorching sun'; a rhythmic effect and emphasise the harsh conditions faced by the soldiers.

Let us think and reflect

I. Read the extract given below and answer the questions that follow.
When we are all asleep
You still hold on to your deed
Windy season or snowy days
Or scorching sun's sweltering rays
You are there guarding all the time awake
Treading the lonely expanses as yogis

1. Identify a set of opposite words from the extract.
2. Complete the sentence appropriately.
The phrase 'still hold on to your deed' refers to the soldier's attitude of _____.
3. Identify whether the following statement is true or false.
The soldiers walk across the deserted stretches of land.
4. Give evidence from the extract to show that soldiers face harsh weather conditions.
5. Which quality of the soldiers is highlighted in this extract?
(i) modesty
(ii) optimism
(iii)simplicity
(iv)dedication

Ans :

1. snowy and scorching
2. endurance and resilience
3. Ture
4. Windy season or snowy days
Or scorching sun's sweltering rays
You are there guarding all the time awake
5. (iv) dedication

II. Answer the following questions.

1. Who is the speaker of this poem? How can you say so?

Ans :
The speaker of this poem is most likely a proud citizen of India, representing the voice of the nation. We can say so because the speaker uses phrases like "my land" and "my country" , and says "We pray for you brave men!!", showing collective gratitude and respect for the soldiers.

2. How is the theme of the poem conveyed through imagery? Support your answer with examples from the poem.

Ans :
The theme of patriotism and sacrifice is conveyed through vivid imagery. For example, the poem uses imagery like "Windy season or snowy days /Or scorching sun's sweltering rays" to create mental pictures of the harsh weather soldiers face. It also shows them "Climbing the heights or striding the valleys/Defending the deserts or guarding

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II. We cannot thank our soldiers enough. To express your admiration, draft a note of gratitude for their selfless service to the nation. (Word limit: 50 words)
You may begin this way:
Dear Bravehearts,
I would like to…

Ans :
Dear Bravehearts,
I would like to express our deepest gratitude for your selfless service and immense sacrifices for our nation. You guard our borders day and night, ensuring our peace and safety. We are incredibly proud of your bravery and dedication.
Thank you for everything you do!

Let us explore

I. Design a badge of honour for the soldiers. You may make it by hand, with cardboard, paper, and colours, or alternately, design it digitally and take a printout. Remember to include a self-designed logo and a slogan in the badge.

Ans :
Do it yourself.

II. Find out any poem or story in your mother tongue or regional language about the sacrifices and bravery of soldiers. Make a presentation in the class.

Ans :
Good morning, respected teachers and my dear friends!
Today I'd like to talk about a very powerful poem from my mother tongue, Hindi, that deeply moved me. The poem is called "Kar Chale Hum Fida" (कर चले हम फ़िदा), and it was written by the famous poet Kaifi Azmi for an old film called 'Haqeeqat'.

This poem is truly special because it's like a last message from a brave soldier who is fighting for our country. It talks about their immense sacrifices and bravery. It describes soldiers fighting till their very last breath, showing they are not afraid of death for the nation's sake. The poem highlights how they give up their entire lives, their youth, and all their dreams to protect our motherland. It's a call to action for us, the citizens, to continue guarding the country's honor and freedom.

One of the most impactful lines from the poem, for me, is:
"कर चले हम फ़िदा जान-ओ-तन साथियों, अब तुम्हारे हवाले वतन साथियों।"
(Kar chale hum fida jaan-o-tan saathiyo, ab tumhare hawale watan saathiyo.)
This means: "We have sacrificed our lives and bodies, friends, now the country is in your hands." This line truly shows the ultimate sacrifice and trust a soldier places in us.

In conclusion, "Kar Chale Hum Fida" makes us feel immense pride and gratitude for our soldiers. It teaches us about their selfless service and reminds us of the true cost of our freedom. It's a very important poem for all of us to understand and remember.
Thank you.

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

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1. The poet calls the _____ as the brave sons of the _____.
(A) citizens, parents
(B) politicians, country
(C) soldiers, land
(D) none of these
Ans : (C) soldiers, land

2. They defend the _____
(A) farms
(B) borders
(C) schools
(D) seas
Ans : (B) borders

3. 'hold on to your deed' refers to the deed of
(A) sleeping
(B) guarding
(C) reading
(D) walking
Ans : (B) guarding

4. They hold on to their deed' when all are _____
(A) working
(B) studying
(C) sleeping
(D) praying
Ans : (C) sleeping

5. Identify the figure of speech used-
"Or scorching sun's sweltering rays"
(A) metaphor
(B) Alliteration
(C) simile
(D) none of these
Ans : (B) Alliteration

6. Which of the following actions is NOT mentioned in the poem?
(A) climbing heights
(B) striding valleys
(C) securing the air
(D) walking down the hills
Ans : (D) walking down the hills

7. According to the poem, what do the soldiers give to the nation?
(A) their time
(B) prime of their youth
(C) safety
(D) their life
Ans : (B) prime of their youth

8. What do the countrymen do?
(A) pray for the brave men
(B) help the brave men
(C) save the brave men
(D) heal the wounds of the brave men
Ans : (A) pray for the brave men

9. What do the wind chimes do?
(A) they bless the brave men
(B) they vibrate the feet of the brave men
(C) they assist the brave men
(D) they praise the brave men
Ans : (B) they vibrate the feet of the brave men

10. The Sun has been described as _____
(A) energizing
(B) reviving
(C) dreaded
(D) scorching
Ans : (D) scorching

11. What is the overall feeling the poem expresses towards the soldiers?
(A) Sympathy
(B) Indifference
(C) Gratitude and admiration
(D) Pity
Ans : (C) Gratitude and admiration

12. The poem states that soldiers are "Treading the lonely expanses as _____".
(A) giants
(B) shadows
(C) yogis
(D) explorers
Ans : (C) yogis

13. Besides land, soldiers are also responsible for securing what other domain?
(A) mountains
(B) air
(C) forests
(D) rivers
Ans : (B) air

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14. What common element connects the descriptions "Windy season or snowy days" and "scorching sun's sweltering rays"?
(A) Peaceful weather
(B) Easy conditions
(C) Harsh weather conditions
(D) Holiday seasons
Ans : (C) Harsh weather conditions

15. The phrase "still hold on to your deed" primarily refers to the soldier's:
(A) family life
(B) promise to rest

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(C) duty

(D) personal wishes

Ans : (C) duty

16. Which of these descriptions highlights the vastness of the areas soldiers guard?

(A) "sons of my land"

(B) "Wind chimes of my land"

(C) "lonely expanses"

(D) "all the time awake"

Ans : (C) "lonely expanses"

17. The poem describes soldiers guarding all the time, even when others are asleep. What quality does this emphasize about them?

(A) Laziness

(B) Dedication

(C) Restlessness

(D) Weakness

Ans : (B) Dedication

18. What is the final wish or prayer for the soldiers at the very end of the poem?

(A) May they be famous

(B) May they return home soon

(C) May the Lord bless them all

(D) May they win all battles

Ans : (C) May the Lord bless them all

19. Besides defending deserts, what other specific water-related landform are soldiers mentioned to guard?

(A) rivers

(B) oceans

(C) marshes

(D) lakes

Ans : (C) marshes

20. When the poem says soldiers perform 'Surveillance in seas', what does 'surveillance' primarily mean?

(A) Swimming in the sea

(B) Watching carefully for threats

(C) Fishing in the sea

(D) Playing games in the sea

Ans : (B) Watching carefully for threats

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Fill in the Blanks

1. Soldiers are described as "Defenders of _____" in the poem.
2. The soldiers guard the land whether it's windy season, snowy days, or scorching sun's _____ rays.
3. Soldiers are there guarding all the time awake, treading the lonely expanses as _____.
4. The poem states that the _____ chimes of the land vibrate the soldiers' feats.
5. The poem concludes with a prayer for the brave men, wishing "May the Lord _____ you all!!".

Ans :

1. borders, 2. sweltering, 3. yogis, 4. Wind, 5. bless.

State Whether True or False

1. The poet mentions that soldiers only guard during the daytime.
2. Soldiers are depicted climbing heights and striding through valleys.
3. The poem refers only to male soldiers serving the nation.
4. The poet expresses gratitude for the soldiers' sacrifices.
5. The poem highlights the personal risks soldiers take for the nation.

Ans :

1. False – The poem states, "You are there guarding all the time awake" and "When we are all asleep You still hold on to your deed".
2. True – The poem says, "Climbing the heights or striding the valleys".
3. False – A note at the end of the poem clarifies, "When the poet mentions 'great sons' he is actually referring to all the soldiers (men and women) serving the nation."
4. True – The line "We pray for you brave men!!" implies gratitude for their service.

Ans :
If I were writing a thank-you note, I would promise to live a life worthy of their sacrifice. My simple promise would be: "Dear Soldier, I promise to always work hard, be a good citizen, and make my country proud. Your endless watchfulness lets me live freely, and I will try my best to honor that peace every single day."

2. Soldiers face "scorching sun's sweltering rays." Imagine you are a soldier in such harsh weather. Write a short paragraph about what keeps your spirit strong.

Ans :
Even under the "scorching sun," my spirit stays strong because I remember my family's faces. Thinking of them safe and happy at home gives me strength. My fellow soldiers also keep me going; we are like brothers and sisters, sharing jokes and helping each other. We know our duty protects everyone, which makes every ray of sun feel lighter.

3. The poem compares soldiers to "yogis" treading lonely paths. Create a short conversation (two lines each) where a younger person asks an older person why soldiers are like yogis.

Ans :
Younger: Why does the poem say soldiers are like yogis?
Older: Because like yogis, they focus deeply, even on lonely paths.
Younger: So, they are very disciplined then?
Older: Yes, their minds are strong, always thinking of duty, just like a yogi.

4. The poet ends with "We pray for you brave men!! May the Lord bless you all!!" Why is it important for ordinary people to pray or send good wishes to soldiers?

Ans :
It is important because it offers soldiers moral support. Knowing that people appreciate their immense sacrifices can boost their morale greatly. Good wishes remind them they are protecting a grateful nation, strengthening their resolve to face dangers. It connects the soldiers' tough lives with the peaceful lives of citizens they protect.

5. Imagine you are asked to design a memorial based on this poem. What three key elements from the poem would you incorporate and why?

Ans :
If I were to design a memorial based on "My Dear Soldiers," I would incorporate three key elements. First, I'd have statues showing soldiers in harsh weather, like "scorching sun's sweltering rays". This would remind people of the extreme conditions they face. Second, a quiet, open space with paths would represent "treading the lonely expanses as yogis", symbolizing their silent duty. Third, I'd include wind chimes that gently ring, representing the nation's constant gratitude and prayers for the soldiers, making their heroism feel ever-present.

Extract Based Questions

1. Read the following extract and answer the questions that follow:

Oh! Defenders of borders
You are great sons of my land
When we are all asleep
You still hold on to your deed
Windy season or snowy days
Or scorching sun's sweltering rays
You are there guarding all the time awake

(i) According to the poet, when are the soldiers awake and guarding?
  (a) Only during the day
  (b) Only when there is a war
  (c) All the time, even when others are asleep
  (d) Only in good weather

(ii) The soldiers continue their duty even in the _____ sun's sweltering rays.

(iii) State whether the following statement is true or false:
The soldiers rest and take a break from their duties during snowy days.

(iv) List the three different weather conditions mentioned in the poem under which the soldiers stand guard.

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The phrase "Prime of your youth given to the nation!!" signifies a major personal sacrifice, as youth is often considered the most vibrant and energetic period of life.

Very Short Answer Type Questions

1. What does the poet call the soldiers in the first line?

Ans :
The poet calls them "Defenders of borders".

2. When are the soldiers guarding, even when "we are all asleep"?

Ans :
Soldiers are guarding all the time awake.

3. What weather conditions do soldiers face?

Ans :
Soldiers face windy season, snowy days, or scorching sun's sweltering rays.

4. How are soldiers described treading lonely expanses?

Ans :
Soldiers are treading lonely expanses as yogis.

5. What diverse terrains do soldiers defend?

Ans :
Soldiers defend mountains, valleys, deserts, and marshes.

6. What is given to the nation by the soldiers?

Ans :
The prime of soldiers' youth is given to the nation.

7. What vibrates the soldiers' feat in the land?

Ans :
Wind chimes of my land vibrate their feat.

8. What is the theme of the poem?

Ans :
The theme of the poem is patriotism and sacrifice.

9. What does the poem end with for the soldiers?

Ans :
The poem ends with prayers for their well-being and blessings.

10. Who is the author of this poem?

Ans :
A.P.J. Abdul Kalam is the author.

Short Answer Type Questions

1. What does the poet call the soldiers in the first stanza, and what is their constant duty?

Ans :
The poet calls the soldiers "Defenders of borders". Their unwavering and constant duty is to guard the nation "all the time awake".

2. Describe the diverse weather conditions that soldiers endure while guarding the nation.

Ans :
Soldiers bravely endure extremely diverse and harsh weather conditions, including "Windy season or snowy days". They also face the intense heat of "scorching sun's sweltering rays" while performing their duties.

3. How are soldiers metaphorically described as they tread lonely expanses?

Ans :
Soldiers are metaphorically described as "Treading the lonely expanses as yogis". This simile highlights their focused dedication and solitude while performing their rigorous guarding duties.

4. Name the various types of terrains where soldiers perform their duties, as mentioned in the poem.

Ans :
Soldiers perform their duties across a wide range of challenging terrains. These include "Climbing the heights or striding the valleys". They also are responsible for "Defending the deserts or guarding the marshes".

5. What vital role do soldiers play in protecting the nation's air and seas?

Ans :
Soldiers play a vital role in national protection through "Surveillance in seas and by securing the air". This ensures comprehensive defense across multiple domains, not just land.

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6. What significant personal sacrifice is highlighted about the soldiers in the poem?

Ans :
A significant personal sacrifice highlighted is that the "Prime of your youth" is "given to the nation!!" by the soldiers. This signifies the dedication of their most energetic years.

7. What does the metaphor "Wind chimes of my land vibrate your feat" signify about the nation's feelings towards soldiers?

Ans :
This metaphor signifies that the "Wind chimes of my land vibrate your feat", meaning the nation constantly remembers and acknowledges the heroic achievements and sacrifices of its soldiers.

8. What is the main theme conveyed throughout the poem "My Dear Soldiers"?

Ans :
The main theme conveyed throughout "My Dear Soldiers" is "patriotism and sacrifice". It focuses on the soldiers' unwavering dedication and ultimate selflessness for their country.

9. What does the poet pray for in the final stanza?

Ans :
In the final stanza, the poet prays for the safety and well-being of the soldiers, asking that "the Lord bless you all." This reflects gratitude and admiration for their brave actions, symbolised by the nation's "wind chimes" vibrating with pride for their feats.

10. What is the significance of the poem ending with a prayer for the soldiers?

Ans :
The poem concludes with a heartfelt prayer, "May the Lord bless you all!!" , signifying a deep wish for the soldiers' "well-being and blessings" from the grateful nation.

11. Who is the esteemed poet who wrote "My Dear Soldiers"?

Ans :
The esteemed poet who wrote "My Dear Soldiers" is Dr. A.P.J. Abdul Kalam. His words convey profound respect and admiration for the armed forces.

Long Answer Type Questions

1. How does the poet show the soldiers' sacrifices in the first two stanzas?

Ans :
In the first two stanzas, the poet highlights soldiers' sacrifices by detailing their selfless duty and resilience. Stanza 1 calls them "Defenders of borders," foregoing sleep to ensure national safety. Stanza 2 describes them enduring harsh conditions—strong winds, heavy snow, hot sun—walking "alone like yogis." This portrays their courage, discipline, and the profound hardships they face in dedicated protection, emphasizing their immense personal cost for the nation.

2. Explain the significance of the "wind chimes" in the final stanza.

Ans :
In the final stanza, the "wind chimes of my land" symbolize the nation's profound pride and respect for its brave soldiers. Moving vibrantly, they represent how soldiers' courage resonates nationwide, their brave actions a melody carried by the wind, uniting the country in gratitude. The chimes' gentle sound also mirrors the poet's prayer for soldiers' safety, signifying lasting honor and the deep appreciation soldiers inspire.

3. How does the poet convey the sacrifices made by soldiers in the poem, and what impact does this have on the reader?

Ans :
The poet conveys soldiers' sacrifices through vivid descriptions of their tireless duty and harsh conditions. They are "Defenders of Borders," sacrificing sleep (stanza 1), enduring extreme weather "alone like yogis" (stanza 2). Stanza 3 shows their widespread service—mountains, deserts, seas, sky—giving their "prime of youth." The "wind chimes" of bravery and a final prayer (stanza 4) inspire gratitude and pride, emphasizing their courage and cost for freedom.

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4. Why does the poet compare soldiers to yogis in the second stanza, and how does this enhance the poem's message?

Ans :
The poet compares soldiers to yogis in the second stanza to highlight their profound discipline, focus, and strength in solitude. Like yogis, soldiers maintain unwavering vigilance in harsh elements—wind, snow, heat—without complaint. This comparison elevates their duty to a spiritual mission, emphasizing their quiet dedication and resilience. It deepens reader respect and gratitude for their tireless, selfless protection of the nation.

5. How does the third stanza illustrate the diverse roles of soldiers in protecting the nation?

Ans :
The third stanza illustrates soldiers' diverse protective roles. They scale "mountains," traverse "valleys," brave "hot deserts," and navigate "wet marshes," signifying their presence across varied terrains. "Guarding the seas and skies" further emphasizes their comprehensive protection—on land, air, and water. By stating they give the "prime of their youth," the stanza underscores their immense sacrifice across all these challenging environments for national safety.

6. What role does the imagery in the poem play in expressing gratitude for soldiers' service?

Ans :
The poem's imagery profoundly expresses gratitude for soldiers' service. Stanza 1 evokes thankfulness, picturing sleepless "Defenders." Stanza 2's "yogis" enduring wind, snow, and heat instills respect for their quiet strength. Stanza 3's expansive landscapes—mountains, deserts, seas, skies—show their vast efforts. The final stanza's "wind chimes" symbolize national remembrance and prayer, consolidating profound appreciation for their unwavering courage and sacrifice.

7. What lessons about gratitude and respect can we learn from the poem's tribute to soldiers?

Ans :
The poem teaches profound gratitude and respect for soldiers. It highlights their sleepless vigilance, endurance of harsh weather (snow, heat), and solitary service in remote areas. Soldiers' diverse roles—in mountains, deserts, seas, sky—and sacrificing their "prime of youth" for national safety are emphasized. The "wind chimes" of bravery and the concluding prayer reinforce the moral: honor soldiers' sacrifices, remember their courage, and live respectfully.

8. What is the moral of the poem, and how does the poet's tone reflect it?

Ans :
The moral of the poem is to respect and be thankful for soldiers' sacrifices, praying for their safety. The poet's tone, filled with admiration and emotion, reflects this. Calling them "great sons" who protect while others sleep (stanzas 1-2), and detailing their work across diverse terrains (stanza 3), showcases deep respect. The concluding prayer, "We pray for you brave men!!", expresses heartfelt care, urging gratitude for their selfless service.

9. Discuss how the poem inspires gratitude and respect for soldiers' dedication.

Ans :
The poem inspires gratitude and respect by vividly portraying soldiers' sacrifices. Stanza 1's "Defenders of borders," forsaking sleep, highlights their selflessness. Stanza 2 describes their endurance against "wind, snow, or heat," like disciplined "yogis," fostering admiration for their resilience. Stanza 3 details their service across mountains, deserts, seas, and skies, sacrificing their youth. The "wind chimes" in the final stanza symbolize national homage, culminating in a heartfelt prayer, collectively inspiring profound thankfulness.

Competency Based Questions

1. The poem says soldiers guard us "when we are all asleep". Imagine you are writing a thank-you note to a soldier. What one simple promise would you make to them in return for their watchfulness?

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CHAPTER 15

RANI ABBAKKA

1. INTRODUCTION

Step back in time to the 16th century and discover the inspiring tale of Rani Abbakka Devi, the fearless Queen of Ullal! This chapter, presented in a comic strip format, tells the story of her brave resistance against the Portuguese colonial power. Witness her determination as she refuses to pay tribute and defiantly protects her kingdom and its trade. Rani Abbakka's story is a powerful reminder of courage, sovereignty, and the unwavering spirit of those who fought for freedom.

2. SUMMARY

This story is about Rani Abbakka, a brave queen from Ullal, a small kingdom on the West Coast of Karnataka, who fought against the Portuguese. The story begins with the old queen, Hiriya Abbakka, on her deathbed, sad that Ullal had become a "vassal" (a state controlled by a more powerful country) and had to pay "tribute" to the Portuguese. Her daughter, Abbakka Devi, who would be the next queen, promised not to rest until she drove the Portuguese out.

The very next day, Abbakka Devi was crowned queen. She immediately told her husband, Veera Narasimha, the King of Bangadi, that she would stop paying tribute and selling spices and cloth to the Portuguese. Her husband thought this was a "rash decision" and dangerous, but Abbakka refused to be "cowed by them" (frightened or intimidated). When he ordered his soldiers to stop her, they didn't move, showing their loyalty to the brave queen.

Abbakka even tried to get other local kings to unite and fight the Portuguese, but they were afraid. So, she decided she would fight them "alone. For fight them I will — Single-handed, if need be!" The Portuguese then sent an envoy to demand their overdue tribute. Rani Abbakka boldly told him that Ullal was a "sovereign country" (an independent country with its own government) and would not take orders from them. She then built merchant ships and formed a profitable trading relationship with Arabia, defying the Portuguese.

When the Portuguese attacked her merchant ships, taking one of them, Rani Abbakka became very angry. She launched her forces and attacked the Portuguese Fort at Mangalore. Despite the Portuguese commander escaping, Abbakka won this battle. The Portuguese Governor of Goa was furious that "A mere woman" had defeated them.

The Portuguese gathered their forces for a major attack on Ullal. The battle raged for four days, but Rani Abbakka and her forces were strong enough to defeat them. The Portuguese retreated and never troubled Ullal again. This meant Ullal was free, fulfilling her mother's dream. Rani Abbakka later helped other rulers, eventually leading to the Portuguese being completely driven out of Mangalore.

3. WORD MEANINGS

1. Principality : a state ruled by a prince.
2. Captured : taken by force.

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Ans :

(i) (c) All the time, even when others are asleep

(ii) scorching

(iii) False (The extract explicitly mentions that they are on guard during "snowy days".)

(iv) The three weather conditions mentioned are "Windy season," "snowy days," and "scorching sun's sweltering rays."

2. Read the following extract and answer the questions that follow:

Treading the lonely expanses as yogis
Climbing the heights or striding the valleys
Defending the deserts or guarding the marshes
Surveillance in seas and by securing the air

(i) To whom does the poet compare the soldiers as they walk through lonely expanses?
(a) Kings
(b) Yogis
(c) Guards
(d) Defenders

(ii) Besides land, the soldiers also perform _____ in the seas and secure the air.

(iii) State whether the following statement is true or false:
The soldiers' duties are confined only to climbing heights and striding through valleys.

(iv) List four different types of land environments where the soldiers perform their duties.

Ans :

(i) (b) Yogis

(ii) surveillance

(iii) False (The extract also mentions their work in deserts, marshes, seas, and the air.)

(iv) Four types of land environments mentioned are heights (mountains), valleys, deserts, and marshes.

3. Read the following extract and answer the questions that follow:

Prime of your youth given to the nation!!
Wind chimes of my land vibrate your feat
We pray for you brave men!!
May the Lord bless you all!!

(i) What does the poet say the soldiers have given to the nation?
(a) Their prayers
(b) The prime of their youth
(c) The wind chimes
(d) Their blessings

(ii) The poet says, "We _____ for you brave men!!"

(iii) State whether the following statement is true or false:
The poet is indifferent and does not care about the well-being of the soldiers.

(iv) What does the poet offer to the soldiers in the last two lines?

Ans :

(i) (b) The prime of their youth

(ii) pray

(iii) False (The extract clearly shows the poet's care by stating, "We pray for you brave men!!" and "May the Lord bless you all!!")

(iv) In the last two lines, the poet offers a prayer and a blessing for the soldiers.

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5. True – The phrase "Prime of your youth given to the nation!!" clearly indicates the personal sacrifice and risks involved.

Assertion and Reason Questions

1. Assertion (A): Soldiers solely guard the nation's land borders.
Reason (R): The poem highlights their surveillance in seas and securing the air.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(D) A is false but R is true.
Assertion A is false; the poem mentions "Defending the deserts or guarding the marshes / Surveillance in seas and by securing the air". Reason R is true and highlights these diverse areas of defense.

2. Assertion (A): The phrase "Prime of your youth given to the nation!!" signifies a small contribution.
Reason (R): It emphasizes the dedication of their most energetic and productive years to national service.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(D) A is false but R is true.
Assertion A is false; giving the "Prime of your youth" indicates a 'significant' sacrifice. Reason R is true and explains the depth of this dedication.

3. Assertion (A): The "Wind chimes of my land vibrate your feat" refers to literal musical instruments.
Reason (R): This is a poetic way of saying the nation remembers and honors soldiers' achievements.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(C) A is true but R is false.
Assertion A is false; "Wind chimes of my land vibrate your feat" is a metaphor, not literal wind chimes. Reason R is true; it explains the poetic meaning of the phrase.

4. Assertion (A): Soldiers guard the nation regardless of harsh weather conditions.
Reason (R): They are described as being present and guarding through "Windy season or snowy days Or scorching sun's sweltering rays."

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
The reason directly quotes the poem's lines to show the diverse and challenging weather conditions soldiers face while guarding.

5. Assertion (A): The poet emphasizes that soldiers give the "Prime of your youth" to the nation.
Reason (R): This highlights the significant personal sacrifice of their most active and productive years for national service.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.

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3. Vassal : a country/state that is controlled by a more powerful country and has to pay money when needed.
4. Tribute : money or goods paid by one country or ruler to another as a sign of dependence.
5. Successor : a person who succeeds another.
6. Alas : an expression of grief, pity, or concern.
7. Helpless : unable to defend oneself or to act without help.
8. Tire : to make or become tired.
9. Driven out : forced to leave.
10. Crowned : formally made king or queen.
11. Whole-hearted : completely sincere and enthusiastic.
12. Co-operation : working together.
13. Secure : safe.
14. Majesty : a title of respect used for a sovereign.
15. Victory : winning a battle, game, election, or dispute.
16. Coronation : a ceremony at which a person is made king or queen.
17. Rash : acting or doing something without thinking about consequences.
18. Dangerous : involving possible injury, harm, or death.
19. In league with : in alliance or conspiracy with.
20. Wrath : extreme anger.
21. Cowed by : intimidated by.
22. Refuse : to indicate that one is unwilling to do something.
23. Stirred : moved.
24. Spell : a form of words used as a magical charm or incantation.
25. Provoke : stimulate or incite (someone) to do or feel something, especially anger.
26. Resolve : determination.
27. Envoy : a messenger or representative, especially one on a diplomatic mission.
28. Annual : occurring once every year.
29. Overdue : not having arrived, happened, or been done by the expected time.
30. Sovereign country : a country with a government having complete authority.
31. Regret : feel sad, repentant, or disappointed over (something that has happened or been done).
32. Defied : openly resisted or refused to obey.
33. Alliance : a formal agreement or treaty between two or more nations.
34. Zamorin of kozhikode : a title for the hindu rulers of the kingdom of kozhikode (calicut).
35. Established : set up (an organization, system, or set of rules) on a firm or permanent basis.
36. Hugely : to a very great extent.
37. Profitable : yielding financial gain.
38. Apprehended : took hold of suddenly or forcibly.
39. Deeply angered : made very angry.
40. Avenge : take revenge for.
41. Unleashed : released from a leash or restraint.
42. Attacked : took aggressive military action against (a place or enemy).
43. Fort : a fortified building or strategic position.
44. Escaped : broke free from confinement or control.
45. Laughing-stock : a person or thing subjected to general ridicule.
46. Rallied : brought or came together in a mass.
47. Dauntless : fearless.
48. Decisive : showing the ability to make decisions effectively.
49. Raged : happened in a violent way.
50. Hasty retreat : a quick withdrawal from something, especially a battle, due to defeat or danger.
51. Trouble : to cause distress or inconvenience to (someone).

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52. Eventually : in the end, especially after a long time or a lot of effort.
53. Driven out : forced to leave.

4. NCERT TEXTUAL QUESTIONS

Let us do these activities before we read.

I. Solve the riddle given below and share your answer with your classmates and the teacher.
She was a queen who led the fight,
She fought for her country and her right.
With a shining sword in her hand,
Her son on her back in a cloth band
Remembered as a warrior grand,
She died defending her beloved Motherland.
Who is she?

Ans :
The answer to the riddle is Rani Lakshmibai, the Queen of Jhansi. She was a brave warrior queen who fought against British rule during the Indian Revolt of 1857.

II. Think of any other women warriors who made a significant contribution to India's struggle for Independence. Share your answers with your classmates and the teacher.

Ans :
Some other women who contributed to India's struggle for independence were:

1. **Kittur Chennamma:** She was the Queen of Kittur and led an armed rebellion against the British East India Company in 1824, much before 1857.
2. **Rani Lakshmibai:** Rani Lakshmibai, a key figure in the 1857 Indian Rebellion, famously refused to surrender her kingdom. She bravely led her troops, even fighting with her infant son on her back, becoming a symbol of Indian resistance.
3. **Begum Hazrat Mahal:** Fought against British forces during the 1857 revolt in Awadh.
4. **Sucheta Kriplafii:** Took part in the Quit India Movement and was a key leader in the Indian National Congress.
5. **Rani Gaidinliu:** Led a tribal revolt against British rule in Manipur and was imprisoned for her resistance.

Let us discuss

I. Match the words in Column 1 with their meanings in Column 2. Share your answers with your classmates and the teacher.

	Column 1		**Column 2**
1.	vassal (n)	(i)	extreme anger
2.	coronation (n)	(ii)	take hold of suddenly or forcibly
3.	successor (n)	(iii)	happen in a violent way
4.	rash (adj.)	(iv)	acting or doing something without thinking about the consequences
5.	sovereign country (n)	(v)	association or partnership
6.	league (n)	(vi)	a ceremony at which a person is made king or queen
7.	wrath (n)	(vii)	fearless
8.	seize (v)	(viii)	capture
9.	resolve (n)	(ix)	a country with a government having complete authority
10.	raged (v)	(x)	a country/ state that is controlled by a more powerful country and has to pay money when needed
11.	decisive (adj.)	(xi)	a person who succeeds another
12.	apprehended (v)	(xii)	take revenge for
13.	dauntless (adj)	(xiii)	showing the ability to make decisions effectively
14.	avenge (v)	(xiv)	determination

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Ans :

	Column 1		Column 2
1.	vassal (n)	(x)	a country/ state that is controlled by a more powerful country and has to pay money when needed
2.	coronation (n)	(vi)	a ceremony at which a person is made king or queen
3.	successor (n)	(xi)	a person who succeeds another
4.	rash (adj.)	(iv)	acting or doing something without thinking about the consequences
5.	sovereign country (n)	(ix)	a country with a government having complete authority
6.	league (n)	(v)	association or partnership
7.	wrath (n)	(i)	extreme anger
8.	seize (v)	(ii)	take hold of suddenly or forcibly
9.	resolve (n)	(xiv)	determination
10.	raged (v)	(iii)	happen in a violent way
11.	decisive (adj.)	(xiii)	showing the ability to make decisions effectively
12.	apprehended (v)	(viii)	capture
13.	dauntless (adj)	(vii)	fearless
14.	avenge (v)	(xii)	take revenge for

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II. Complete the table given below based on your understanding of the story. An example has been done for you. Share your answers with your classmates and the teacher.

	Cause		Effect
1.	Ullal had been captured by the Portuguese.	(i)	Ullal had to pay a tribute to the colonial power.
2.		(ii)	Rani Abbakka's husband Veera Narsimha felt it was a hasty decision.
3.	Veera Narsimha ordered the soldiers to stop Rani Abbakka when she said she would not be frightened by the Portuguese.	(iii)	
4.	Rani Abbakka addressed a meeting of rajas for their support, who felt they would be no match for the Portuguese army and their power.	(iv)	
5.		(v)	Rani Abbakka in turn attacked the Portuguese Fort.

Ans :

	Cause		Effect
1.	Ullal had been captured by the Portuguese.	(i)	Ullal had to pay a tribute to the colonial power.
2.	Rani Abbakka refused to pay tribute to the Portuguese and stopped selling them spices and cloth.	(ii)	Rani Abbakka's husband Veera Narsimha felt it was a hasty decision.

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3.	Veera Narsimha ordered the soldiers to stop Rani Abbakka when she said she would not be frightened by the Portuguese.	(iii)	The soldiers, inspired by Abbakka's bravery, refused to obey the order.
4.	Rani Abbakka addressed a meeting of rajas for their support, who felt they would be no match for the Portuguese army and their power.	(iv)	Their lack of support strengthened Abbakka's resolve to fight the .Portuguese alone.
5.	The Portuguese attacked Ullal in response to Rani Abbakka's defiance.	(v)	Rani Abbakka in turn attacked the Portuguese Fort.

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Let us think and reflect

I. Read the extract given below and answer the questions that follow.

Portuguese envoy: Our Governor has sent me to remind you that the annual tribute from Ullal is long overdue and...

Rani Abbakka: We are a sovereign country. We don't pay tribute to Portugal. And we don't take orders from the Portuguese!

Portuguese envoy: Your Majesty, you will regret your stand.

Abbakka ordered merchant ships to be built and in alliance with the Zamorin of Kozhikode, she defied the Portuguese and established a hugely profitable trading relation with Arabia.

1. What does the word 'tribute' mean in this context?
2. Complete the sentence with a suitable reason.
   Rani Abbakka says, "We are a sovereign country" because _____.
3. Identify whether the following statement is true or false.
   The Portuguese envoy threatened Rani Abbakka.
4. Choose a word given in brackets to replace the underlined word.
   "... she **defied** the Portuguese and established a hugely profitable trading relation with Arabia." (defeated/ disobeyed)
5. Choose the option that lists the qualities of Rani Abbakka, based on this extract.
   (i) bold
   (ii) thoughtful
   (iii)capable
   (iv)generous
   (v) determined
   A. (i), (ii), and (v)
   B. (ii), (iii), and (iv)
   C. (i), (iii), and (v)
   D. (ii), (iv), and (v)

Ans :

1. In this context, 'tribute' refers to a forces, payment that the Portuguese demanded from Ullal as a sign of submission to their colonial power.
2. she wanted to show that Ullal was free and independent, and did not need to obey or pay money to the Portuguese rulers.
3. True
4. disobeyed.
5. C (i), (iii), and (v).

II. Answer the following questions.

1. Rani Abbakka spoke to her mother on her deathbed. How might these words have made her mother feel?

Ans :

When Rani Abbakka promised to drive the Portuguese out , her mother likely felt a mix of relief, pride, and hope. She was helpless and worried about the Portuguese, so her daughter's strong resolve would have comforted her on her deathbed.

NODIA

2. What does the support of the people of Ullal and the soldiers for Rani Abbakka suggest about their mindset?

Ans :
The support of the people of Ullal and the soldiers for Rani Abbakka suggests that they were very loyal, brave, and patriotic. When she asked for their cooperation to make Ullal strong and free, they immediately said, "We are with you, Your Majesty". Also, when her husband ordered soldiers to stop her, they refused, showing their belief in her leadership and determination to fight for their land.

3. How might the people of Ullal have felt when the mighty Portuguese were defeated?

Ans :
When the mighty Portuguese were defeated, the people of Ullal must have felt overjoyed, relieved, and incredibly proud. Their dream of freedom would have come true, and they would be very thankful to Rani Abbakka for freeing their land and ensuring the Portuguese would "never to trouble Ullal again".

4. Why do you think Rani Abbakka's victory against the Portuguese would have inspired other rulers to go against a foreign power?

Ans :
Rani Abbakka's victory would have inspired other rulers because she showed that even a smaller kingdom could successfully defy and defeat a powerful foreign force like the Portuguese. She refused to pay tribute , built her own trade relations , and bravely led her forces to attack and win , even when her own rajas thought it was "impossible". This would give courage and hope to other rulers facing foreign control, showing them that resistance was indeed possible.

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Let us learn

I. Study the following words from the text.
seize, sovereign, their, soldiers
The spelling of the given words have 'ei' and 'ie' in them.
Spelling tip: 'i' before 'e' except after 'c'
For example: receive, deceive
Now, fill in the blanks with 'ie' or 'ei' for the following words.

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1. c___ling	2. bel___ve	3. th___f
4. ach___ve	5. perc___ve	6. prot___n
7. soc___ty	8. sh___ld	9. w___ght
10. fr___nd		

Ans :
1. ceiling, 2. believe, 3. thief, 4. achieve, 5. perceive, 6. protein, 7. society, 8. shield, 9. weight, 10. friend.

II. Study the highlighted word in the following sentence from the text.
…; and Bangadi too may have to face their **wrath**.
Was the initial letter 'w' pronounced?
There are many words in the English language where certain letters are not pronounced but are spelt. They are called 'silent letters'.
For example :
campaign, knowledge, pneumonia, honour, calm
Now, find more words with silent letters.

Ans :
No, in the word wrath, the initial letter 'w' is not pronounced. Here are some more words with silent letters, just like the examples given:

1. Knife (silent "k")
2. Wrist (silent "w")
3. Honest (silent "h")
4. Listen (silent "t")
5. Doubt (silent "b")
6. Castle (silent "t")
7. Receipt (silent "p")
8. Comb (silent "b")
9. Gnome (silent "g")
10. Subtle (silent "b").

III. Read the following expressions from the text.
laughing stock, last laugh
Use the dictionary page given below to find the meanings of the following.
burst out laughing, don't make me laugh, laugh until you cry, have a good laugh.

laugh / la:f; *NAME* laef/ verb, noun

verb 1 (I,T) to make the sounds and movements of your face that show you are happy or think sth is funny: to **laugh loudly/aloud/out loud** ◇ ~ **(at/ about sth)** *You never laugh at my jokes!* ◇ *The show was hilarious—I couldn't stop laughing.* ◇ She always **makes me laugh**. ◇ He **burst out laughing** (= suddenly started laughing). ◇ *She laughed to cover her nervousness.* ◇ *I told him I was worried but he laughed scornfully.* ◇ + **speech** *'You're crazy!' she laughed.*

2 (I) be laughing (*informal*) used to say that you are in a very good position, especially because you have have done sth successfully: *If we win the next game we'll be laughing.*

IDM don't make me laugh (*informal*) used to show that you think what sb has just said is impossible or stupid: *'Will your dad lend you the money?' 'Don't make me laugh!'* **he who laughs, last laughs longest** (*saying*) used to tell sb not to be too proud of their present success; in the end another person may be more successful **laugh all the way to the 'bank** (*informal*) to make a lot of money easily and feel very pleased about

it **laugh in sb's 'face** to show in a very obvious way that you have no respect for sb **laugh like a 'drain** (BrE) to laugh very loudly **laugh on the other side of your 'face** (BrE, informal) to be forced to change from feeling pleased or satisfied to feeling disappointed or annoyed **laugh sb/ sth out of 'court** (BrE, *informal*) to completely reject an idea, a story, etc. that you think is not worth taking seriously at all **laugh till/until you 'cry** to laugh so long and hard that there are tears in your eyes **laugh up your 'sleeve (at sb/sth)** (*informal*) to be secretly amused about sth **laugh your 'head off** to laugh very loudly and for a long time **not know whether to laugh or 'cry** (*informal*) to be unable to decide how to react to a bad or unfortunate situation **you have/you've got to, 'laugh** (*informal*) used to say that you think there is a funny side to a situation: *Well, I'm sorry you've lost your shoes, but you've got to laugh, haven't you?* ⇒ more at KILL v., PISS v.

PHR V 'laugh at sb/sth to make sb/sth seem stupid or not serious by making jokes about them/it **SYN** ridicule: *Everybody laughs at my accent.* ◇ *She is not afraid to laugh at herself* (= is not too serious about herself). **'laugh sth ↔ 'off** (*informal*) to try to make people think that sth is not serious or important, especially by making a joke about it: *He laughed off suggestions that he was going to resign.*

noun 1 [C] the sound you make when you are amused or happy: to **give a laugh** ◇ *a short/nervous/hearty laugh* ◇ *His first joke* **got the biggest laugh** *of the night.* ⇒ see also BELLY LAUGH **2 a laugh** [sing.] (informal) an enjoyable and amusing occasion or thing that happens: *Come to the karaoke night—it should be a good laugh.* ◇ *And he didn't realize it was you? What a laugh!* **3 a laugh** [sing.] a person who is amusing and fun to be with: *Paula's a good laugh, isn't she?*

IDM do sth for a 'laugh/for 'laughs to do sth for fun or as a joke: *I just did it for a laugh, but it got out of hand.* **have a (good) 'laugh (about sth)** to find sth amusing: *I was angry at the time but we had a good laugh about it afterwards.* ⇒ more at BARREL n., LAST det.

Oxford Advanced Learners Dictionary

Now, use these expressions in sentences of your own.

Ans :

Here are the meanings of the expressions from the dictionary page, and then sentences of our own using them:

1. **burst out laughing:** It means to suddenly start laughing.
   Sentence: When my friend slipped on the banana peel, I couldn't help but burst out laughing.

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2. **don't make me laugh:** This is used to show that you think what someone has just said is impossible or stupid.
   Sentence: My brother said he'd clean his room every day, and I told him, "Oh, don't make me laugh!"
3. **laugh until you cry:** It means to laugh so long and hard that there are tears in your eyes.
   Sentence: The comedy show was so hilarious that we started to laugh until we cried.
4. **have a good laugh:** It means to find something amusing or to have an enjoyable and amusing occasion.
   Sentence: We always have a good laugh when we remember that funny incident from our school trip.

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IV. Read the following dialogues from the text.

- Rani Abbakka said, "I will make them pay for this."
- The merchants said to the Arabians, "Visit us again, brother."

The given sentences are the direct words of the speaker; hence, they are in **direct speech**. The **reported forms** or **indirect forms** of speech for the given sentences are:

- Rani said that she would make them pay for that.
- The merchants told the Arabian brothers to visit them again.

While reporting direct speech to indirect speech, we make certain modifications related to time, place, and person.

- Time (Tense): Verbs are typically shifted back from a present tense to a past form in reported speech to reflect the change in time.
- Place (Adverbs of Place): Words indicating place are adjusted to fit the new context.
- Person: Pronouns and subjects are modified to align with the perspective of the reporter.

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Changes made with reference to time (tense)

Direct Speech	**Indirect Speech**
Present Tense	Past Tense
Past Tense	Past Perfect Tense
Past Perfect Tense	No change
Present Progressive Tense	Past Progressive Tense
Past Progressive Tense	Past Perfect Progressive Tense
Past Perfect Progressive Tense	No change
Present Perfect Tense	Past Perfect Tense
Present Modal	Past Modal
Past Modal	No change

Changes made in pronouns

Direct Speech	**Indirect Speech**
I	she, he
you (singular)	she, he
you (plural)	they
we	they
my	her, his
our	their
your	her, his, their
me	her, him
us	them
mine	hers, his
ours	theirs
yours	hers, his, theirs

Changes in time and place expressions

Direct Speech	**Indirect Speech**
now	then
ago	before
today	that day
tomorrow	the following day/the day after
yesterday	the previous day/the day before
next week/month/year	the following week/month/year

here	there
this	that
these	those

Rewrite the following sentences in direct speech to indirect speech.
Remember to make the necessary changes.

1. The teacher said, "Women of valour have made significant contributions throughout history."
   The teacher remarked that _____.
2. "I enjoy reading historical novels," said Smitha.
   Smitha shared that _____.
3. The captain said to the coach, "Our team won the championship last year."
   The captain told the coach that _____.
4. The class teacher said, "Please turn off the lights when you leave."
   The class teacher requested _____.
5. "Finish the work before dinner," said mother to Ravi.
   Mother advised _____.
6. The vet said to the pet owner, "Take the dog for a walk."
   The vet instructed _____.

Ans :

1. The teacher remarked that women of valour had made significant contributions throughout history.
2. Smitha shared that she enjoyed reading historical novels.
3. The captain told the coach that their team had won the championship the previous year.
4. The class teacher requested to turn off the lights when we left.
5. Mother advised Ravi to finish the work before dinner.
6. The vet instructed the pet owner to take the dog for a walk.

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V. Read the conversation between the Captain and the team.
Captain: We need to focus on our strategy for the final match.
Player : I have some ideas on how we can improve our strategy.
Captain: Make sure to share those ideas with the team during practice.
Complete the following paragraph by transforming the dialogue in the indirect form of speech.
The Captain remarked that 1. _____.
To which one of the players replied that 2. _____.
The Captain advised the player to 3. _____.

Ans :

1. they needed to focus on their strategy for the final match.
2. he had some ideas on how they could improve their strategy.
3. make sure to share those ideas with the team during practice.

Let us listen

You will listen to the teacher speak about a braveheart. As you listen, complete the bio-table given below. (Transcript for the teacher on pg. 224)



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Information	Details
Full Name	Rani Gaidinliu
Date of Birth	January 1. _____ 1915
Place of Birth	Tamenglong district, 2. _____
Tribe	Rongmei (Kabui)
Age when joined the Hereka Movement	3. _____
Main aim of Movement	Revival of Naga tribal religion and self-rule (Naga Raj)
Year of Arrest	4. _____
Age of Arrest	5. _____
Sentence	Life imprisonment
Years of Imprisonment	1932 – 1947
Title Given	'Daughter of the Hills', 6. '_____'
Award	7. _____, Birsa Munda Award
Year of Death	1993
Honour in Silchar, Assam	Park and 8. _____
Postal Stamp Issued	1996
Commemorative Coin Issued	9. _____

Ans :
1. 26, 1915, 2. Manipur, 3. 13, 4. 1932, 5. 16, 6. 'Rani', 7. Padma Bhushan (1982), 8. Statue, 9. 2015.

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Let us speak

Some of the words from the story 'Rani Abbakka' are given in the table below. Work in pairs and pronounce these words by referring to the notes given below. Emphasise the highlighted syllable.
Remember, single syllable (monosyllabic) words do not have any stress.

	Words	Pronunciation	Notes
1.	vassal (n)	**va**-sul (two syllables)	The /a/ sound in **va** is similar to van. The word vassal rhymes with apple.
2.	successor (n)	suhk·**seh**·suh (three syllables)	The /r/ sound in the end of the word is not pronounced.
3.	rash (adj.)	rash (monosyllabic)	The /a/ sound is similar to **rat**.
4.	league (n)	leeg (monosyllabic)	Use the long -ee sound, as in seed.
5.	wrath (n)	roth (monosyllabic)	The -w is silent.
6.	seize (v)	seez (monosyllabic)	Not to be confused with 'size'.
7.	resolve (n)	ri-zolv (two syllables)	The -s becomes the /z/ sound.

Ans :
Do it yourself.

Let us write

India's past was heroic, and at present, the pace of her development is inspiring. Women play a significant role in it. These women are around us, inspiring us all the time.
With these thoughts, write a conversation between two students, Pratap and Tarana, discussing the role played by women in forming India's identity as a strong nation.
You may begin like this:
Pratap : Tarana, I have a lot of respect for women like...
Tarana : I believe in the capabilities of women. Did you...?
Complete the conversation in about six to eight sentences for each of them and share your answers with your classmates and the teacher.

Ans :

Pratap: Tarana, I have a lot of respect for women like Arunima Sinha. Her story is so inspiring!

Tarana: I believe in the capabilities of women. Did you know how much they've achieved in challenging fields recently, like in the Armed Forces?

Pratap: Yes! Arunima Sinha's courage to climb Everest after losing her leg is just incredible. And it's not just mountaineering. Have you heard about Operation Sindoor?

Tarana: Of course! It's amazing that the media briefing for that important counter-terror operation was led by two brave women officers: Wing Commander Vyomika Singh from the Indian Air Force and Colonel Sofiya Qureshi from the Indian Army. That truly shows leadership!

Pratap: Exactly! It proves women are taking crucial roles in our defense. Their contribution makes our nation stronger and shows their capability in serving the nation.

Tarana: And it's not just in the Armed Forces! Women are excelling in every field. Think of scientists like Dr. Tessy Thomas, the 'Missile Woman of India,' who helped develop missiles for our country. Women are leading in business, sports, and even space exploration now.

Pratap: You're right. Their hard work and dedication are everywhere. It shows that India's strength is truly built when men and women contribute equally.

Let us explore

In groups of five, find facts about any one brave woman who we remember because of her achievements and present in class. For example, Rani Chennamma of Kittur, Rani Durgavati, Ahilyabai Holkar, Jhalkari Bai, Captain Lakshmi Sahgal, Kanaklata Barua, Kalpana Chawla, or anyone else.

Include the following in your presentation:

1. Childhood
2. Training/Education
3. Achievements
4. Contributions
5. What you have learnt from her

Ans :

Good morning, respected teachers and my dear classmates!

Our group is excited to present on Kalpana Chawla, a truly brave woman who inspires us. Born in Karnal, Haryana, India, she was curious about airplanes from childhood and dreamt of going to space one day.

Kalpana was very dedicated to her studies, earning an engineering degree in India. She pursued higher studies in the U.S. for her Master's and Ph.D., later becoming a flight instructor. She was then selected by NASA for astronaut training.

Kalpana Chawla made history in 1997 as the first Indian-origin woman in space, flying on Space Shuttle Columbia (STS-87). She had a second mission in 2003 (STS-107), spending many days conducting experiments in space.

Her biggest contribution was inspiring millions globally, especially girls, to pursue dreams in science and space. She proved that with hard work and courage, anything is possible, expanding human knowledge through her space research.

From Kalpana Chawla, we learned never to give up on our dreams, no matter how big. Her life teaches us the importance of hard work, dedication, curiosity, and always aiming for the stars.

Thank you!

5. OTHER IMPORTANT QUESTIONS

Multiple Choice Type Questions

1. Which kingdom did Rani Abbakka rule?

(A) Goa

(B) Mangalore

(C) Ullal

(D) Bangadi

Ans : (C) Ullal

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2. What did Ullal become to the Portuguese when Abbakka's mother was dying?

(A) An ally

(B) A trading partner

(C) A sovereign state

(D) A vassal

Ans : (D) A vassal

3. What was Rani Abbakka's promise to her dying mother?

(A) To seek revenge on her husband.

(B) To never rest until the Portuguese were forced out of the west coast.

(C) To pay all the overdue tributes.

(D) To form an alliance with the Portuguese.

Ans : (B) To never rest until the Portuguese were forced out of the west coast.

4. What was the first major decision Rani Abbakka made after being crowned queen?

(A) To sell more spices to the Portuguese.

(B) To pay all taxes to the Portuguese.

(C) To stop paying taxes (tribute) to the Portuguese.

(D) To surrender to the Portuguese.

Ans : (C) To stop paying taxes (tribute) to the Portuguese.

5. Who was Rani Abbakka's husband?

(A) Venkatappa Nayak

(B) Shivappa Nayak

(C) Veera Narasimha

(D) Ribeiro

Ans : (C) Veera Narasimha

6. Why was Rani Abbakka's husband worried about her decision?

(A) He feared she would lose money.

(B) He thought she was being too friendly with the Portuguese.

(C) He feared the Portuguese would think he was working with her and attack his kingdom.

(D) He believed she was making a smart move.

Ans : (C) He feared the Portuguese would think he was working with her and attack his kingdom.

7. How did the soldiers react when Veera Narasimha ordered them to stop Rani Abbakka?

(A) They immediately obeyed him.

(B) They ran away in fear.

(C) They refused to move and decided to follow Rani Abbakka.

(D) They captured Rani Abbakka.

Ans : (C) They refused to move and decided to follow Rani Abbakka.

8. What did Rani Abbakka propose to other Rajas at a meeting?

(A) To pay more tribute to the Portuguese.

(B) To surrender to the Portuguese.

(C) To unite and fight to drive the Portuguese out of their land.

(D) To form trade agreements with the Portuguese.

Ans : (C) To unite and fight to drive the Portuguese out of their land.

9. How did some other rulers (Rajas) react to Abbakka's proposal?

(A) They enthusiastically agreed.

(B) They advised her not to provoke the Portuguese, stating it was impossible to fight them.

(C) They offered her military support immediately.

(D) They ignored her completely.

Ans : (B) They advised her not to provoke the Portuguese, stating it was impossible to fight them.

10. What was Rani Abbakka's determination after hearing the fearful reactions of the Rajas?

(A) She decided to give up the fight.

(B) She decided to negotiate with the Portuguese.

(C) She declared she would fight the Portuguese alone if needed.

(D) She sought help from her husband again.

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Ans : (C) She declared she would fight the Portuguese alone if needed.

11. What did the Portuguese officer sent by their Governor demand from Rani Abbakka?

(A) A trade agreement.

(B) An alliance.

(C) The overdue annual tribute.

(D) Her surrender.

Ans : (C) The overdue annual tribute.

12. How did Rani Abbakka respond to the Portuguese officer's demand for tribute?

(A) She agreed to pay immediately.

(B) She asked for more time.

(C) She firmly stated Ullal was sovereign and would not pay tribute or take orders.

(D) She offered a smaller payment.

Ans : (C) She firmly stated Ullal was sovereign and would not pay tribute or take orders.

13. What strategic action did Abbakka take after the Portuguese threat?

(A) She built more palaces.

(B) She ordered merchant ships to be built and allied with the Zamorin of Kozhikode.

(C) She surrendered to the Portuguese.

(D) She fled Ullal.

Ans : (B) She ordered merchant ships to be built and allied with the Zamorin of Kozhikode.

14. With whom did Rani Abbakka establish a highly profitable trading relationship?

(A) The Portuguese

(B) The British

(C) The Arabs

(D) The French

Ans : (C) The Arabs

15. What happened to Rani Abbakka's commander's ship on its return journey?

(A) It successfully returned with goods.

(B) It was welcomed by the Portuguese.

(C) It was captured by the Portuguese Navy.

(D) It sank in a storm.

Ans : (C) It was captured by the Portuguese Navy.

16. How did the Portuguese react to Rani Abbakka sending an envoy to their base in Mangalore?

(A) They agreed to negotiations.

(B) They offered a peace treaty.

(C) They launched an aggressive attack with cannon fire.

(D) They returned her commander's ship.

Ans : (C) They launched an aggressive attack with cannon fire.

17. What was Rani Abbakka's immediate retaliation after the Portuguese attack?

(A) She surrendered.

(B) She launched an offensive against a Portuguese fort.

(C) She sought more allies.

(D) She rebuilt her lost ships.

Ans : (B) She launched an offensive against a Portuguese fort.

18. What was the name of the Portuguese commander who fought fiercely but eventually lost the fort?

(A) Venkatappa Nayak

(B) Shivappa Nayak

(C) Veera Narasimha

(D) Ribeiro

Ans : (D) Ribeiro

19. How long did the final decisive battle between Ullal and the Portuguese rage?

(A) One day

(B) One month

(C) Four days

(D) Ten days

Ans : (C) Four days

20. Who eventually drove the Portuguese completely out of Mangalore, with Abbakka's help?

(A) Veera Narasimha

(B) The Zamorin of Kozhikode

(C) Shivappa Nayak

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(D) Ribeiro

Ans : (C) Shivappa Nayak

Fill in the Blanks

1. Hiriya Abbakka, the Queen of Ullal, was on her deathbed years ago when Ullal had been captured by the _____.
2. Ullal was required to pay a _____ to the colonial power.
3. Abbakka Devi refused to be _____ by the Portuguese.
4. Abbakka ordered _____ ships to be built and allied with the Zamorin of Kozhikode.
5. The battle between Ullal and the Portuguese _____ for four days.

Ans :

1. Portuguese, 2. tribute, 3. cowed, 4. merchant, 5. raged.

State Whether True or False

1. Ullal was a large kingdom on the West Coast of Karnataka.
2. Veera Narasimha, Abbakka's husband, supported her decision to stop paying tribute to the Portuguese.
3. The Rajas Abbakka addressed readily agreed to unite and fight the Portuguese.
4. Abbakka defied the Portuguese and established profitable trading relations with Arabia.
5. The Portuguese Governor of Goa reacted calmly to the news of Fort Mangalore's fall.

Ans :

1. False – Ullal was described as "a small principality" on the West Coast of Karnataka.
2. False – Veera Narasimha questioned her decision, asking, "ISN'T THAT A RATHER RASH DECISION?" and worried about Bangadi facing their wrath.
3. False – The Rajas responded with "IMPOSSIBLE! WE ARE NO MATCH FOR THEM" and advised not to provoke the Portuguese.
4. True – The text explicitly states, "she defied the Portuguese and established a hugely profitable trading relation with Arabia."
5. False – The Portuguese Governor of Goa "REACTED SHARPLY" and expressed anger at being defeated by "A MERE WOMAN".

Assertion and Reason Questions

1. Assertion (A): Ullal became a sovereign country after Rani Abbakka's coronation.
Reason (R): Rani Abbakka immediately stopped paying tribute to the Portuguese.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(A) Both A and R are true and R is the correct explanation of A.
Assertion A is true, as Rani Abbakka stated after her coronation, "We are a sovereign country. We don't pay tribute to portugal.". Reason R is true and explains the action: she declared her sovereignty and stopped paying tribute.

2. Assertion (A): Rani Abbakka's husband, Veera Narasimha, strongly supported her decision to defy the Portuguese.
Reason (R): He was concerned that his own kingdom, Bangadi, might face Portuguese wrath.

(A) Both A and R are true and R is the correct explanation of A.

(B) Both A and R are true but R is not the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

Ans :

(D) A is false but R is true.
Assertion A is false; Veera Narasimha questioned her decision, saying, "Isn't that a rather rash decision?" and that it was "A

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dangerous one-for me". Reason R is true; he explicitly feared, "The portuguese might think that i am in league with her; and bangadi too may have to face their wrath".

3. Assertion (A): The Rajas at the meeting readily agreed to unite and fight the Portuguese alongside Rani Abbakka.
Reason (R): They believed they were no match for the mighty Portuguese army.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(D) A is false but R is true.
Assertion A is false; the Rajas responded with "Impossible! We are no match for them". Reason R is true and explains their refusal: they "felt they would be no match for the Portuguese army and their power".

4. Assertion (A): Rani Abbakka's mother, Hiriya Abbakka, expressed helplessness against the Portuguese on her deathbed.
Reason (R): Ullal had been captured by the Portuguese and was forced to pay them tribute.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
Hiriya Abbakka's helplessness was a direct result of Ullal being captured by the Portuguese and becoming a vassal state required to pay tribute.

5. Assertion (A): Rani Abbakka declared Ullal a sovereign country and refused to take orders from the Portuguese.
Reason (R): This stand led her to build merchant ships and establish new trading alliances, defying Portuguese control.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

Ans :
(A) Both A and R are true and R is the correct explanation of A.
Rani Abbakka's declaration of sovereignty was followed by her actions to build merchant ships and form alliances, which explicitly defied the Portuguese.

Very Short Answer Type Questions

1. What was the name of the small principality on the West Coast of Karnataka?

Ans :
It was Ullal.

2. Who was Ullal captured by years ago?

Ans :
Ullal had been captured by the Portuguese.

3. What was Ullal required to pay to the colonial power?

Ans :
They were required to pay a tribute.

4. Who was Abbakka Devi the daughter and successor of?

Ans :
She was the daughter and successor of Hiriya Abbakka.

5. What was Rani Abbakka crowned as the next day?

Ans :
Rani Abbakka was crowned Queen of Ullal.

6. What was the name of Rani Abbakka's husband?

Ans :
Rani Abbakka's husband was Veera Narasimha.

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7. What did Rani Abbakka refuse to be by the Portuguese?

Ans :
Rani Abbakka refused to be cowed by them.

8. With whom did Abbakka ally to defy the Portuguese?

Ans :
Rani Abbakka allied with the Zamorin of Kozhikode.

9. What did the Portuguese Governor of Goa call Rani Abbakka?

Ans :
Portuguese Governor of Goa called her "A MERE WOMAN".

10. Who eventually completely drove out the Portuguese from Mangalore?

Ans :
Shivappa Nayak eventually drove them out.

Short Answer Type Questions

1. Who was Hiriya Abbakka, and what was the situation of Ullal during her time?

Ans :
Hiriya Abbakka was the Queen of Ullal, a small principality on the West Coast of Karnataka. During her time, Ullal had been captured by the Portuguese and was a vassal required to pay tribute.

2. What solemn vow did Abbakka Devi make to her mother on her deathbed?

Ans :
Abbakka Devi vowed to her mother, "I will not rest till I have driven them out of the West Coast!". This showed her determination to free Ullal.

3. How did Rani Abbakka assert Ullal's sovereignty after her coronation?

Ans :
After her coronation, Rani Abbakka asserted Ullal's sovereignty by declaring, "We are a sovereign country. We don't pay tribute to Portugal. And we don't take orders from the Portuguese!".

4. Why did Rani Abbakka refuse to pay tribute to the Portuguese?

Ans :
Rani Abbakka refused to pay tribute to the Portuguese because she believed Ullal was a sovereign, independent country that should not be controlled or take orders from Portugal. Her bold stance reflected her commitment to protecting her kingdom's freedom and dignity.

5. How did Rani Abbakka's husband, Veera Narasimha, react to her decision to stop paying tribute?

Ans :
Her husband, Veera Narasimha, reacted with concern, asking, "Isn't that a rather rash decision?". He feared his kingdom, Bangadi, might face Portuguese wrath.

6. What was Veera Narasimha's reaction to Abbakka's plan to resist the Portuguese?

Ans :
Veera Narasimha, Abbakka's husband, was worried about her plan to resist the Portuguese, fearing it was rash and could provoke their wrath, endangering his kingdom of Bangadi. He tried to persuade her to change her mind and even ordered his soldiers to stop her, but Abbakka remained resolute.

7. What was the response of the Rajas when Abbakka sought their support for a united front against the Portuguese?

Ans :
The Rajas responded negatively, stating, "Impossible! We are no match for them". They also advised her "not to provoke them".

8. How did Rani Abbakka strengthen Ullal's position and defy the Portuguese after the Rajas' refusal?

Ans :
Rani Abbakka ordered merchant ships to be built and, in alliance with the Zamorin of Kozhikode, she defied the Portuguese. She established a profitable trading relation with Arabia.

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8. Read the following extract and answer the questions that follow:

NARRATOR: FOR FOUR DAYS THE BATTLE RAGED, BUT THE FORCES OF ULLAL WERE ENOUGH. THE PORTUGUESE BEAT A HASTY RETREAT IN DEFEAT, NEVER TO TROUBLE ULLAL AGAIN.

RANI ABBAKKA: MOTHER, YOUR DREAM HAS COME TRUE. ULLAL IS FREE!

(i) What was the outcome of the four-day battle for the Portuguese?

(a) They were victorious.

(b) They agreed to a peace treaty.

(c) They beat a hasty retreat in defeat.

(d) They captured the fort of Ullal.

(ii) Rani Abbakka declared that her mother's _____ had come true.

(iii) State whether the following statement is true or false:
The battle between the forces of Ullal and the Portuguese was very short and lasted less than a day.

(iv) What did Rani Abbakka announce about Ullal after the battle was won?

Ans :

(i) (c) They beat a hasty retreat in defeat.

(ii) dream

(iii) False (The text states, "FOR FOUR DAYS THE BATTLE RAGED")

(iv) She announced, "ULLAL IS FREE!".

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4. How did Rani Abbakka's determination shape her response to the Portuguese demand for tribute, and what does this reveal about her character?

Ans :

Rani Abbakka's determination shaped her response by making her refuse Portuguese tribute, revealing unwavering commitment to Ullal's sovereignty despite threats. Her leadership in uniting local rajas and allying with the Zamorin of Kozhikode, combined with her direct involvement in battle, showcases deep dedication. Her fearless spirit secured Ullal's independence and inspired broader resistance, proving that standing up for justice, even against odds, leads to victory and freedom.

5. What challenges did Rani Abbakka face in her fight against the Portuguese, and how did she overcome them?

Ans :

Rani Abbakka faced formidable challenges: the powerful Portuguese, her husband's opposition, and skeptical local rajas. She overcame them through determination and strategic thinking. She forged crucial alliances, like with the Zamorin of Kozhikode, and strengthened Ullal by building merchant ships. Her fearless leadership united and inspired her people, leading to victory. Her resilience, courage, and strategic planning ultimately secured her kingdom's independence, proving obstacles can be surmounted through unity.

6. Why was Rani Abbakka's leadership significant in uniting her people and allies against the Portuguese?

Ans :

Rani Abbakka's leadership was pivotal in uniting her people and allies. Her bold declaration of Ullal's sovereignty instilled hope in hesitant local rajas. She strategically allied with the Zamorin of Kozhikode, strengthening Ullal militarily and economically. Fighting alongside her soldiers during the four-day battle, she exemplified courage. Her victory secured Ullal's independence and inspired other Indian rulers, reflecting the moral of confident leadership, unity, and achieving common goals against powerful adversaries.

7. What lessons about courage and leadership can we learn from Rani Abbakka's story?

Ans :

Rani Abbakka's story teaches powerful lessons in courage and leadership. Her fearless refusal of Portuguese tribute and bold declaration of sovereignty exemplify bravery against threats. Her strategic unity—rallying rajas and allying with the Zamorin—shows persuasive leadership. Leading her soldiers in battle demonstrates hands-on courage. Her victory secured Ullal's freedom and inspired widespread resistance, proving that unwavering determination, unity, and vision can triumph over formidable adversaries and ignite change.

8. Describe how Abbakka gathered support to fight the Portuguese.

Ans :

Rani Abbakka skillfully gathered support by uniting local rajas against the Portuguese, reassuring them despite their small forces. She strengthened Ullal's economy by ordering the construction of merchant ships. Crucially, she formed a powerful alliance with the Zamorin of Kozhikode, boosting trade and securing a strong military ally. Through diplomacy, resource building, and strategic alliances, Abbakka forged a robust network of support to successfully challenge the Portuguese.

9. How did Rani Abbakka's victory over the Portuguese influence Ullal and other Indian kingdoms?

Ans :

Rani Abbakka's victory profoundly influenced Ullal and other Indian kingdoms. It secured Ullal's independence, ending Portuguese threats, and boosted its economy through alliances. More significantly, her defeat of a powerful colonial force sent a powerful message: even small kingdoms could resist. This inspired widespread resistance among other Indian rulers, fostering a spirit of independence. Her legacy embodies the moral

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RANI ABBAKKA: "I WILL HAVE TO FIGHT THE PORTUGUESE ALONE. FOR FIGHT THEM I WILL — SINGLE-HANDED, IF NEED BE!"

(i) What was the general opinion of the other Rajas regarding fighting the Portuguese?
  (a) They were eager and ready to fight.
  (b) They believed it was impossible as they were no match for them.
  (c) They wanted to negotiate a peace treaty.
  (d) They thought Rani Abbakka was a great leader.

(ii) Rani Abbakka's resolve was that she would fight the Portuguese _____, if need be.

(iii) State whether the following statement is true or false:
The reactions of the other Rajas encouraged Rani Abbakka to give up her fight.

(iv) What was Rani Abbakka's proposal to the other Rajas?

Ans :

(i) (b) They believed it was impossible as they were no match for them.

(ii) single-handed

(iii) False (The text states that their reactions "ONLY SERVED TO STRENGTHEN ABBAKKA'S RESOLVE.")

(iv) Her proposal was for the Rajas to unite and fight to drive the Portuguese out of their land.

4. Read the following extract and answer the questions that follow:

PORTUGUESE ENVOY: "OUR GOVERNOR HAS SENT ME TO REMIND YOU THAT THE ANNUAL TRIBUTE FROM ULLAL IS LONG OVERDUE. AND..."

RANI ABBAKKA: "WE ARE A SOVEREIGN COUNTRY. WE DON'T PAY TRIBUTE TO PORTUGAL. AND WE DON'T TAKE ORDERS FROM THE PORTUGUESE!"

PORTUGUESE ENVOY: "YOUR MAJESTY, YOU WILL REGRET YOUR STAND."

(i) What reason does Rani Abbakka give for refusing to pay the tribute?
  (a) She claims Ullal is a sovereign country.
  (b) She states that the tribute is too expensive.
  (c) She says the Governor is not her king.
  (d) She argues that the tribute was never agreed upon.

(ii) The Portuguese envoy warned the queen that she would _____ her stand.

(iii) State whether the following statement is true or false:
Rani Abbakka politely agreed to pay the tribute as soon as possible.

(iv) What was the message from the Portuguese Governor that the envoy delivered?

Ans :

(i) (a) She claims Ullal is a sovereign country.

(ii) regret

(iii) False (She firmly stated, "WE DON'T PAY TRIBUTE TO PORTUGAL.")

(iv) The envoy's message was a reminder that the annual tribute from Ullal was long overdue.

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5. Read the following extract and answer the questions that follow:

SOLDIER: YOUR MAJESTY, OUR COMMANDER KEPT THEM BUSY WHILE WE ESCAPED. HIS SHIP MUST HAVE BEEN CAPTURED BY THE ENEMY.

RANI ABBAKKA: I WILL MAKE THEM PAY FOR THIS.

NARRATOR: THE PORTUGUESE REPLIED, HOWEVER, BY ATTACKING. ABBAKKA STOOD WATCHING AS THE CANNONS BOOMED FROM ACROSS THE RIVER.

Extract Based Questions

1. Read the following extract and answer the questions that follow:

HIRIYA ABBAKKA, THE QUEEN OF ULLAL.A SMALL PRINCIPALITY ON THE WEST COAST OF KARNATAKA, WAS ON HER DEATH-BED. YEARS AGO, ULLAL HAD BEEN CAPTURED BY THE PORTUGUESE AND HAD BECOME A VASSAL – THEY WERE REQUIRED TO PAY A TRIBUTE TO THE COLONIAL POWER. HER DAUGHTER AND SUCCESSOR, ABBAKKA DEVI, WAS BY HER SIDE.

HIRIYA ABBAKKA: "ALAS, ABBAKKA! I LIE HERE HELPLESS, WHILE THE PORTUGUESE..."

ABBAKKA DEVI: "HUSH, MOTHER! YOU MUST NOT TIRE YOURSELF... I WILL NOT REST TILL I HAVE DRIVEN THEM OUT OF THE WEST COAST!"

(i) What did Abbakka Devi promise her mother?
  (a) To pay tribute to the Portuguese.
  (b) To make peace with the Portuguese.
  (c) To not rest until she had driven the Portuguese out.
  (d) To find a new kingdom.

(ii) Because it had been captured, Ullal had become a _____ to the Portuguese and was required to pay tribute.

(iii) State whether the following statement is true or false:
At the beginning of the story, Ullal was a free and powerful kingdom that did not answer to the Portuguese.

(iv) Who was Abbakka Devi's mother?

Ans :

(i) (c) To not rest until she had driven the Portuguese out.

(ii) vassal

(iii) False (The text states that Ullal had been captured by the Portuguese and had become a vassal.)

(iv) Her mother was Hiriya Abbakka, the Queen of Ullal.

2. Read the following extract and answer the questions that follow:

ABBAKKA: I WILL STOP PAYING TRIBUTE TO THE PORTUGUESE. I WILL NOT SELL THEM SPICES AND CLOTH EITHER.

VEERA NARASIMHA: ISN'T THAT A RATHER RASH DECISION?

ABBAKKA: YOU MAY BE AFRAID OF THE PORTUGUESE. BUT I REFUSE TO BE COWED BY THEM.

(i) What was King Veera Narasimha's opinion of Abbakka's plan?
  (a) He thought it was a brave plan.
  (b) He thought it was a rash decision.
  (c) He wanted to join her immediately.
  (d) He was indifferent to her plan.

(ii) In addition to stopping the tribute, Abbakka also decided not to sell the Portuguese _____ and cloth.

(iii) State whether the following statement is true or false:
Rani Abbakka was scared of the Portuguese and followed her husband's cautious advice.

(iv) What were the two actions Rani Abbakka declared she would take against the Portuguese?

Ans :

(i) (b) He thought it was a rash decision.

(ii) spices

(iii) False (She explicitly states, "I REFUSE TO BE COWED BY THEM.")

(iv) She declared that she would stop paying tribute to the Portuguese and would not sell them spices and cloth.

3. Read the following extract and answer the questions that follow:

RANI ABBAKKA: "IF WE UNITE AND FIGHT, WE COULD DRIVE THE PORTUGUESE OUT OF OUR LAND."

RAJA: "IMPOSSIBLE! WE ARE NO MATCH FOR THEM."

ANOTHER RAJA: "I WOULD ADVISE YOU NOT TO PROVOKE THEM."

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of courage, unity, and fighting for freedom, inspiring future generations.

10. Explain the events of the battle for Ullal and its outcome.

Ans :
The battle for Ullal began when the Portuguese attacked after Rani Abbakka refused tribute. Abbakka fought bravely alongside her soldiers, inspiring fierce resistance. The intense conflict lasted four days, with Ullal's forces holding their ground against the stronger Portuguese army. Ultimately, Ullal's unity and determination secured victory, forcing the Portuguese to retreat permanently. Abbakka then attacked their fort, solidifying her power and ensuring Ullal's lasting freedom.

Competency Based Questions

1. Rani Abbakka's mother was worried about the Portuguese. How did Rani Abbakka show her mother that she was strong and brave for Ullal?

Ans :
Rani Abbakka showed her mother her strength by firmly stating she would not rest until she had "driven them out of the West Coast!" She refused to be "cowed by" the Portuguese. This shows her strong will and determination to make Ullal "stronger, secure, free", comforting her mother with her fearless resolve to protect their land.

2. Rani Abbakka refused to pay tribute to the Portuguese. Imagine you are a common person in Ullal. Write a short paragraph about how you would feel seeing your Queen defy a powerful enemy.

Ans :
As a common person, I would feel immense pride and a burst of hope seeing Rani Abbakka defy the Portuguese. We had been forced to pay tribute, and her refusal would feel like a huge step towards freedom. Her bravery would make me feel fearless too, inspiring me to support her with all my heart and believe that Ullal could truly become free.

3. The Rajas told Rani Abbakka that fighting the Portuguese was "impossible!" Create a short conversation (two lines each) where Rani Abbakka convinces one Raja to join her fight.

Ans :
Rani Abbakka: Your Majesty, if we unite, we can drive them out!
Raja: But Queen, they are too powerful. We are no match for them.
Rani Abbakka: True strength is in our unity, not their numbers. Let us fight for our land's freedom!
Raja: Your courage sparks hope. I will stand with Ullal, Your Majesty.

4. Rani Abbakka made Ullal a "sovereign country" again. What real-life quality does she show that helps leaders make their people independent?

Ans :
Rani Abbakka shows unwavering determination. She refused to pay tribute or take orders from the Portuguese, even when advised against it as a rash decision. This quality helps leaders inspire their people by showing a clear, firm resolve for freedom. Her steadfastness motivated her soldiers and subjects, proving that strong will can overcome even a mighty enemy.

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5. Rani Abbakka fought even when her commander's ship was captured. Write a short diary entry from her perspective about her feelings during this battle.

Ans :
Dear diary,
The cannons boomed today, shaking the very ground. They captured my commander's ship! A deep anger burns within me. I will make them pay for this. This is the time to avenge our defeat. Ullal must be free, no matter the cost. My resolve only grows stronger. I will fight them single-handed, if need be!

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(i) What did the commander do that allowed the other ships to escape?
(a) He surrendered his ship immediately.
(b) He kept the enemy busy.
(c) He sailed faster than the enemy.
(d) He hid his ship from the enemy.

(ii) Rani Abbakka's response to her commander's capture was a vow to make the enemy "_____ for this."

(iii) State whether the following statement is true or false:
The Portuguese responded to Rani Abbakka's anger by sending a peaceful envoy.

(iv) What was the fate of the commander's ship?

Ans :

(i) (b) He kept the enemy busy.

(ii) pay

(iii) False (The text states, "THE PORTUGUESE REPLIED, HOWEVER, BY ATTACKING.")

(iv) The commander's ship must have been captured by the enemy.

6. Read the following extract and answer the questions that follow:

NARRATOR: WHEN RIBERO BROUGHT THE NEWS OF THE FALL OF FORT MANGALORE, THE PORTUGUESE GOVERNOR OF GOA REACTED SHARPLY.
GOVERNOR: WHAT! A MERE WOMAN DEFEATING THE MIGHTY PORTUGUESE! YOU HAVE MADE US THE LAUGHING-STOCK OF THE LOCAL RULERS.

(i) How did the Portuguese Governor react to the news of the defeat?
(a) He was calm and understanding.
(b) He reacted sharply and angrily.
(c) He was pleased with Ribero's efforts.
(d) He decided to surrender.

(ii) The Governor felt that the defeat had made the Portuguese the _____ of the local rulers.

(iii) State whether the following statement is true or false:
The Governor was proud that a woman had been able to defeat his forces.

(iv) Who brought the news of the fall of Fort Mangalore to the Governor of Goa?

Ans :

(i) (b) He reacted sharply and angrily.

(ii) laughing-stock

(iii) False (The Governor was angry, exclaiming, "WHAT! A MERE WOMAN DEFEATING THE MIGHTY PORTUGUESE!")

(iv) The commander, Ribero, brought the news to the Governor.

7. Read the following extract and answer the questions that follow:

VEERA NARASIMHA: STOP HER! SEIZE HER!!
NARRATOR: BUT SUCH WAS THE SPELL CAST BY THE BRAVE QUEEN. NOT A SOLDIER STIRRED. THEY DECIDED TO FOLLOW THEIR BRAVE LEADER.

(i) What did King Veera Narasimha order his soldiers to do?
(a) To follow the queen.
(b) To ignore the queen.
(c) To seize the queen.
(d) To protect the queen.

(ii) The narrator states that "NOT A SOLDIER _____" because of the spell cast by the queen.

(iii) State whether the following statement is true or false:
The soldiers obeyed their king's command without hesitation.

(iv) What did the soldiers decide to do after the king gave his order?

Ans :

(i) (c) To seize the queen.

(ii) STIRRED

(iii) False (The text states, "NOT A SOLDIER STIRRED.")

(iv) They "DECIDED TO FOLLOW THEIR BRAVE LEADER."

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9. What happened to Abbakka's commander's ship during the return journey, and how did it affect the Queen?

Ans :
Abbakka's commander's ship was captured by the Portuguese Navy on the return journey. This deeply angered Queen Abbakka, who vowed to "make them pay for this".

10. How did the Portuguese Governor of Goa react to the news of Fort Mangalore's fall to Rani Abbakka?

Ans :
The Portuguese Governor of Goa reacted sharply. He exclaimed, "What! A mere woman defeating the mighty Portuguese! You have made us the laughing-stock of the local rulers".

11. What happened during the battle for Ullal?

Ans :
During the four-day battle for Ullal, Rani Abbakka led her soldiers courageously, fighting alongside them against the Portuguese attack. The people of Ullal showed great bravery, defeating the Portuguese, who were forced to retreat, never troubling Ullal again.

12. What was the ultimate outcome of Rani Abbakka's efforts against the Portuguese in Mangalore?

Ans :
Rani Abbakka helped Venkatappa Nayak to take the Fort of Mangalore. Eventually, the Portuguese were completely driven out of Mangalore by Shivappa Nayak.

13. How did Rani Abbakka's victory impact other Indian rulers?

Ans :
Rani Abbakka's victory over the powerful Portuguese inspired other Indian rulers to resist foreign powers. Her courage and success demonstrated that with unity and fearless leadership, even strong enemies could be defeated, boosting their confidence to fight for their independence.

Long Answer Type Questions

1. Discuss how Rani Abbakka's story inspires others to stand up for freedom.

Ans :
Rani Abbakka's story is truly inspiring, highlighting her bravery and strategic leadership in defending her kingdom's independence. She refused to submit to Portuguese demands, rallying local rajas and forging alliances to strengthen her kingdom's position. Her resilience in the four-day battle and subsequent attack on the Portuguese fort left a lasting legacy. Her actions not only ensured Ullal's freedom but also motivated other rulers to resist foreign domination, making her a powerful symbol of courage and determination.

2. What is the moral of the story, and how does Rani Abbakka's leadership reflect it?

Ans :
The moral is that courage and determination lead to victory and inspire independence. Rani Abbakka exemplifies this by fearlessly refusing Portuguese demands, rallying local rajas, and building alliances. Her leadership during the four-day battle and fort attack demonstrated unwavering resolve for freedom. Her actions empowered her people and other rulers, embodying the moral of standing firm for justice and independence against powerful opponents.

3. How did Rani Abbakka show her determination against the Portuguese?

Ans :
Rani Abbakka showed determination by defiantly refusing Portuguese tribute and declaring Ullal independent. She stood firm despite her husband's objections and his attempts to deter her with soldiers. Abbakka further demonstrated resolve by uniting local rulers, building merchant ships, and allying with the Zamorin of Kozhikode. Her fearless leadership fighting alongside soldiers in a four-day battle and attacking the Portuguese fort showcased unwavering commitment to Ullal's freedom.

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